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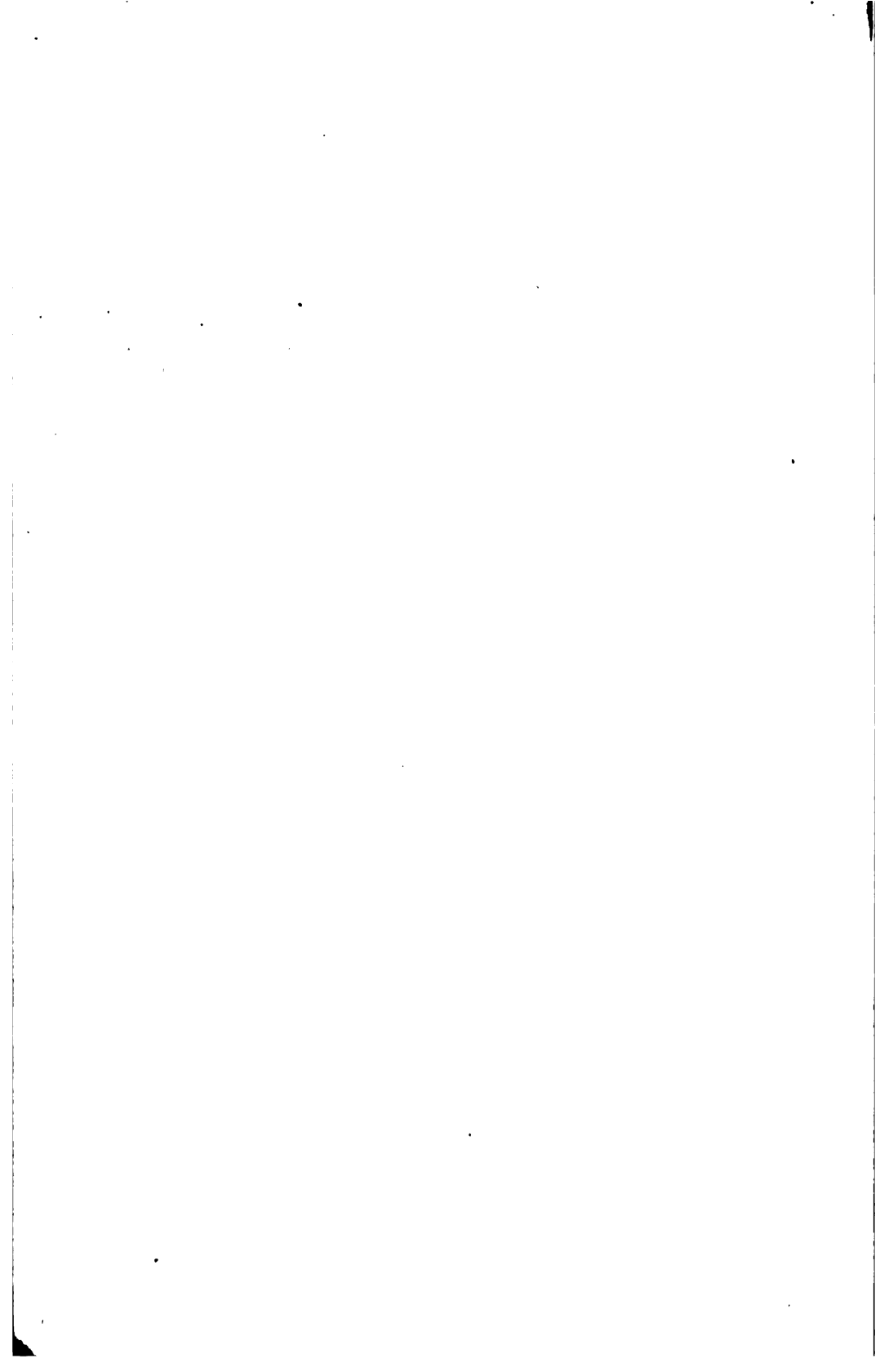
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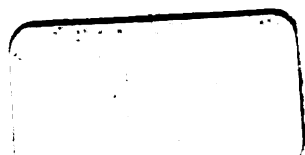
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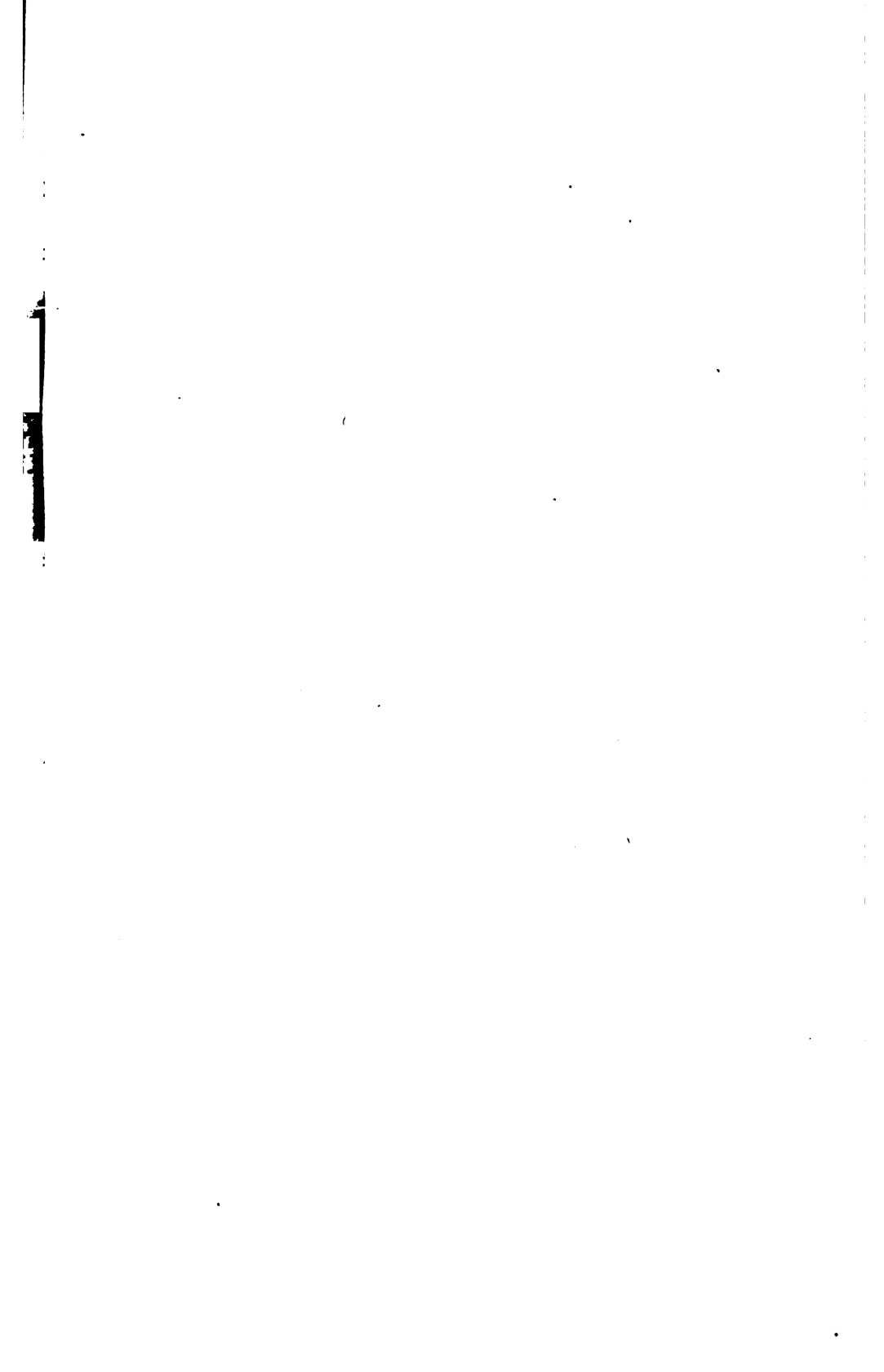
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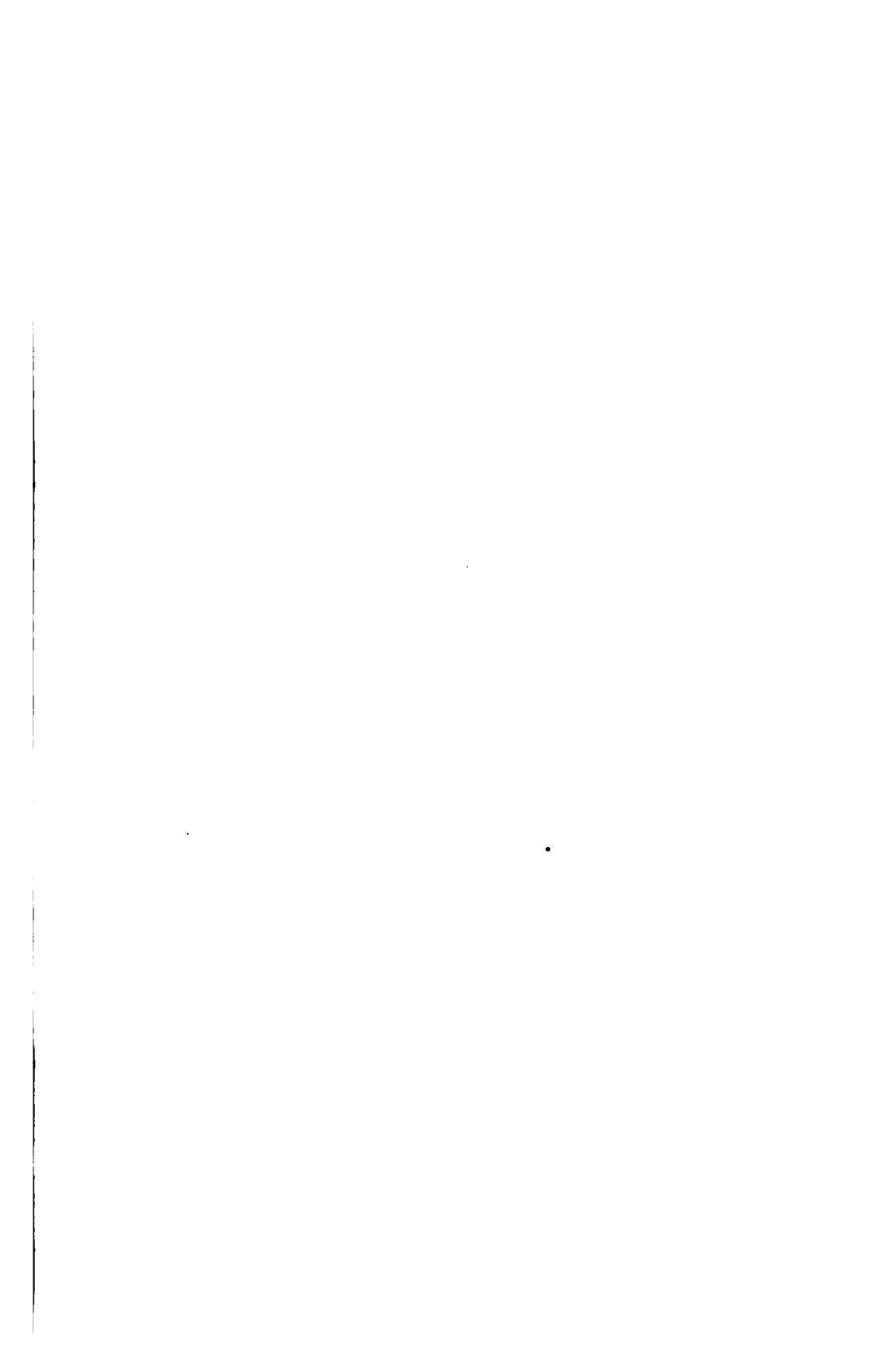
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SIXTH ANNUAL REPORT  
OF THE DIRECTOR  
OF EDUCATION



FISCAL YEAR 1906



TO THE SECRETARY OF PUBLIC INSTRUCTION  
OF THE GOVERNMENT OF THE  
PHILIPPINE ISLANDS



DAVID P. BARROWS  
DIRECTOR OF EDUCATION

MANILA  
BUREAU OF PRINTING  
1906





# SIXTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION



FISCAL YEAR 1906



TO THE SECRETARY OF PUBLIC INSTRUCTION  
OF THE GOVERNMENT OF THE  
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DAVID P. BARROWS  
DIRECTOR OF EDUCATION

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УВАЖАЮЩЕЕ ОБЩЕСТВО

## SIXTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.<sup>1</sup>

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MANILA, P. I., *August 10, 1906.*

SIR: I have the honor to submit herewith the Sixth Annual Report of the Director of Education, covering the activities and expenditures of this Bureau for the year ending June 30, 1906.

The last school term closed on Friday, March 30, 1906, and the current school year dates from Sunday, June 10. This report in its school statistics will be limited to the school term June 15, 1905, to March 30, 1906, and for its summary of receipts and expenditures to the fiscal year ending June 30, 1906.

The last school year was the fifth since the organization of the Bureau of Education. Act No. 74, creating the Bureau, was enacted by the Philippine Commission January 21, 1901, and on September 1 of the same year the superior administrative authority over the Bureau passed from the Military Governor of the Philippines to the Secretary of Public Instruction. Thus a review of the past year's work is to some degree a summary of the results of five years' efforts, although back of this period lies at least a year during which schools were provisionally organized by military authority.

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<sup>1</sup> These reports are as follows: Report of Dr. Fred W. Atkinson, General Superintendent of Public Instruction, to the Secretary of the United States Military Governor in the Philippine Islands, published in the Annual Report of Gen. Arthur MacArthur, Military Governor of the Philippines, Manila, 1901, Volume II.

Report of Dr. Fred W. Atkinson, General Superintendent of Public Instruction, to the Hon. Bernard Moses, Secretary of Public Instruction, for the year ending September 1, 1902; Third Annual Report of the Philippine Commission, Part II, Appendix A, pages 903-1004.

Report of Dr. David P. Barrows, General Superintendent of Education, for the period September 1, 1902, to September 30, 1903, made to Gen. James F. Smith, Secretary of Public Instruction; Fourth Annual Report of the Philippine Commission, 1903, Part III, pages 694-923; published separately by the Bureau of Insular Affairs, Washington.

Annual Report of Dr. David P. Barrows, General Superintendent of Education, to Gen. James F. Smith, Secretary of Public Instruction, for the period September 15, 1903, to September 15, 1904; Fifth Annual Report of the Philippine Commission, Part III, pages 847-930; published separately Manila, September, 1904.

Annual Report of Dr. David P. Barrows, General Superintendent of Education, to Gen. James F. Smith, Secretary of Public Instruction, for the period September 15, 1904, to September 15, 1905; published in Report of the Philippine Commission for 1905, Part IV.

## LEGISLATION AFFECTING THE BUREAU OF EDUCATION.

The reorganization of Government Bureaus affected by Act No. 1407, enacted October 26, 1905, occasioned no radical change in the Bureau of Education. It did, however, add to its personnel and to its responsibilities. The title of the chief executive of the Bureau was changed from "General Superintendent of Education" to "Director of Education," and two assistants were provided, an Assistant Director of Education and a Second Assistant Director of Education. The Bureau of Ethnological Survey was abolished as a separate Bureau and constituted a division of the Bureau of Education, known as the division of ethnology. Similarly, the American Circulating Library of Manila, which had previously been conducted by a board of trustees under the direction of the Secretary of Public Instruction, was abolished as a separate Office or Bureau and constituted a division of the Bureau of Education, known as the division of the American Circulating Library Association of Manila, Philippine Islands.

By Act No. 1413, effective January 1, 1906, a change in school divisions was made by separating the Province of Sorsogon from the Province of Albay, and uniting with the former the Island of Masbate, which had previously been a separate province and school division, to form the single province and school division of Sorsogon.

In the Provinces of Mindoro, Palawan, Benguet, and Lepanto-Bontoc the provincial governors have been ex officio school superintendents, but by Act No. 1462, which became effective March 9, the Director of Education was authorized to appoint division superintendents for these divisions when, in his judgment the interests of the service so required, who should relieve the provincial governors of the superintendency of schools. In conformity with this act, acting division superintendents have been appointed for the Provinces of Mindoro, Benguet, and Lepanto-Bontoc.

On October 4, 1905, by the passage of Act No. 1401, division superintendents of schools were made members of the provincial boards in place of the provincial supervisors, whose office was abolished. Membership on the provincial board has added considerably to the duties and responsibilities of the division superintendents. A large amount of their time has been taken in adjudicating disputed municipal elections. On the whole, however, I believe the measure a good one. The loss of time from school work is probably compensated for by the greater consideration given to school interests. The division superintendents bring to the task of provincial government a large amount of local knowledge, close sympathy with the people, and good judgment—results in nearly every case of relatively long and intimate acquaintance with Philippine affairs.

Several acts of legislation have had reference to the construction of school buildings. Act No. 1396, section 11 (b), as amended, provides that plans and specifications for school buildings shall be prepared by the district engineers after consultation with the Director of Public Works and with division superintendents, such plans and specifications being subject to the approval of the latter or of the Director of Education. It is further provided by Act No. 1495 that the Consulting Architect "shall exercise general supervision over the architectural features of Government constructions and of landscape gardening of public places of recognized importance." The same act authorizes the province to secure buildings for secondary instruction, either by building, purchase, or rental. In a number of past instances loans have been made by the Insular Government to provinces to be reloaned to the municipalities for school construction. Act No. 1396 makes provision for provincial loans to municipalities of sums not to exceed 10 per cent of the gross receipts of the province for the year, to be used for the construction or repair of school buildings or for other school purposes. These loans, in accordance with the provisions of the act, are to be without interest, and must be repaid to the province not later than the end of the succeeding fiscal year in which the obligation is incurred.

In securing the permanent location of the provincial high schools, there has occurred much healthy rivalry between prominent towns of the same province. Municipalities have frequently bid for the high school by offers of sites and grounds, subscriptions of money, materials, etc. In a number of cases municipalities have offered to convey without consideration lands belonging to the municipality or township. There was found to exist in law, however, no authority for a municipality to expend public funds or to donate municipal lands for provincial purposes, and to legalize this proceeding Act No. 1492 was passed empowering municipalities to transfer to the provincial government sites for the erection of provincial schools.

Division superintendents and supervising teachers have at times experienced great difficulty in hiring horses for their work of inspection. Frequently the only reliable method seems to be that the superintendent or teacher shall own his transportation. Act No. 1416 provided for a monthly allowance of ₱20 or less to such division superintendents and supervising teachers as are obliged to own their own horses in order to do their work of inspection.

The Philippine Medical School was created by Act No. 1415, its control being lodged in a board consisting of the following members: The Secretary of Public Instruction, the Secretary of the Interior, one member of the Philippine Commission, and one other member to be designated by the Governor-General. By provisions of the act, other Bureaus are authorized to loan supplies and detail employees for assisting

the work of the school. The Bureau of Education is further coöperating by preparing students for entrance to the medical course. The first and second preparatory classes are at present under instruction in the Philippine Normal School, and the first class, consisting of twenty members, will be ready to enter the first year of the medical course upon the opening of the school, which will probably be in June of next year.

Provision for juvenile offenders was made by Act No. 1438, whereby all minors who are offenders against the law may be committed to the custody of any orphan asylum, reform school, charitable society, or society for the prevention of cruelty to children, or to any other charitable or educational institution having for its object the betterment, reform, or education of minors. The Hospicio de San José, a charitable institution under the jurisdiction of the Archbishop of Manila is, so far as is known to this office, the only institution that has provided for the reception of such offenders. About fifty children, mostly boys, have been so far committed to this institution and are being cared for and educated.

Act No. 1455 suspended the land tax in the Philippine Islands for the calendar year 1906, and in lieu thereof provided for reimbursement out of Insular funds to provinces and municipalities of the amount of land tax collected in the previous fiscal year.

#### RECEIPTS AND EXPENDITURES FOR PUBLIC INSTRUCTION.

Public instruction in the Philippines is maintained out of three sorts of public funds—the appropriation of the Insular Government for the Bureau of Education, appropriations by provincial boards for provincial high schools and in some cases for intermediate schools, and appropriations out of municipal funds for the support of primary schools. No tuition of any kind is charged in any school where the teacher is paid out of public funds. Insular expenditures for the Bureau of Education have been somewhat augmented the past year mainly by reason of the transfer to the Bureau of Education of the Ethnological Survey and of the American Circulating Library above noted, and also by including in the disbursements of the Bureau of Education the expenditure on account of Government students in the United States. The annual appropriation bill for the fiscal year ending June 30, 1906, provided the sum of ₱2,900,000 for the Bureau of Education. The total expenditures out of this sum to June 30, 1906, amounted to ₱2,880,047.68. This is the largest sum ever expended by the Bureau of Education in any one year.<sup>1</sup>

##### <sup>1</sup> Expenditures for the fiscal year—

1905.....	₱2,402,733.46
1904.....	2,488,192.00
1903.....	2,801,126.00
1902.....	2,388,762.00
1901.....	466,822.00

The expenditure of the amount of ₱2,880,047.68 was distributed under the following items:

Office of the Director of Education.....	₱79,466.76
Salaries of division superintendents.....	122,153.53
Salaries of clerks to division superintendents.....	30,350.13
Salaries of American teachers.....	1,754,064.72
Salaries of Filipino Insular teachers.....	181,803.96
Wages of night-school teachers.....	2,436.00
Salaries in division of ethnology since November 1, 1905 .....	8,286.64
Salaries in American Circulating Library since November 1, 1905.....	5,122.66
Wages of other employees of the Bureau.....	4,372.22
Purchase of schoolbooks and supplies, including equipment, machinery and tools for industrial departments of intermediate and high schools, furniture, and supplies .....	412,170.08
Other incidental expenses, including postage, telegrams, printing and binding .....	11,890.09
Transportation expenses of officers and employees of the Bureau, including transportation of supervising teachers .....	61,259.30
Rental of buildings .....	9,000.00
Transportation of supplies .....	6,873.23
Aid furnished the towns of Cavite Province for the support of primary instruction.....	13,877.68
The education of Filipino students in the United States..	185,920.68

The total expenditure for salaries and wages was ₱2,179,036.62, and for all contingent expenses ₱700,991.06.

#### PROVINCIAL EXPENDITURES.

Provincial expenditures for support of secondary education show a gratifying increase over last year. There are thirty-three Christian provinces in the Archipelago whose financial administration is typical. These provinces expended during the year ending June 30, 1906, the sum of ₱225,159.44, nearly three times the sum spent in the previous year, which was ₱79,918.40. The larger portion of this amount was paid for construction of high-school buildings in the Provinces of Albay, Bulacan, Oriental Negros, Romblon, Sorsogon, Tayabas, Iloilo, and Bohol. This figure includes expenditures from provincial revenues only, and does not include additional sums expended on these buildings which came from private donations, nor the amounts furnished by the Bureau of Education from the appropriation provided by Act No. 1275; neither does the above include sums appropriated or made available by provincial governments which have not yet been expended.

Next to building construction the largest item of provincial expenditures was for rental of buildings occupied by high and intermediate schools; then follow other expenditures, as furniture, supplies for shops,



supplies for domestic-science instruction, janitor service, office supplies, and in some cases rental of the division superintendent's office. In a few cases, also, teachers of Spanish and industrial work are being paid by provinces, but the teaching force in high schools with these few exceptions is paid by the Bureau of Education.

The Provinces of Mindoro, Palawan, Lepanto-Bontoc, Benguet, and Nueva Vizcaya are exceptional in their system of taxation. In Benguet and Lepanto-Bontoc the population is overwhelmingly pagan (Igorot); in Nueva Vizcaya, largely so. In Palawan it is pagan and Mahommedan as well as Christian. In Mindoro the Christian population, while predominant, is sparse and poor, and as a result the province is not self-sustaining. None of these provinces collect the land tax and the provincial governments are sustained by appropriations made by the Commission out of Insular funds. From these funds Nueva Vizcaya spent in support of its high school ₱330; Mindoro and Palawan have not reported any expense of this nature; Benguet and Lepanto-Bontoc expended for industrial schools for Igorots ₱1,833.06 and ₱2,913.95, respectively.

In the Moro Province all school expenses, including salaries of Filipino teachers and salaries of American teachers, are paid out of the provincial revenues. For school purposes the Government of the Moro Province appropriated during the last fiscal year ₱139,465, of which ₱135,000 was expended. Adding this last sum to the others above mentioned, we have a total of provincial expenditures for the Archipelago of ₱365,236.45.

#### MUNICIPAL SCHOOL FUNDS.

Municipal school finances call for special attention, as upon them rests the entire system of primary instruction. With a very few exceptions all teachers in primary schools during the past year were municipal teachers (Filipinos) appointed by the division superintendents but paid from municipal school funds. Out of the municipal funds likewise are paid all expenses of construction and repair of buildings, rentals, furniture, janitor service, transportation of school supplies, etc., the Bureau of Education supplying, as formerly, all school supplies (except furniture) and paying the corps of supervising teachers and their travel expenses.

Receipts of municipal school funds in all provinces except Benguet and Palawan amounted for the year to ₱1,960,018.68, of which amount there was expended ₱1,364,130.40; and unexpended balances on hand at the commencement of the new fiscal year, July 1, amounted to ₱595,888.28. While there was no province in which the receipts of school funds did not exceed expenditures and obligations, this would not hold true of all municipalities in the Islands, there being some which closed the year without funds to pay all obligations incurred. But these towns, outside of the Island of Cebu, are few in number, school finances

as a rule being in excellent condition and still showing a substantial increase from year to year. (Municipal school funds in the fiscal year 1904 amounted to ₱1,016,303 and in 1905 to ₱1,797,547.67.)

This satisfactory condition of school finances is largely due to the good business management of the division superintendents, who have distinguished themselves by watchfulness over expenditures, close economy, and ability to make small sums go a long way. The increased income is attributable in large part to the 5 per cent of internal-revenue collections and the development of this branch of the fiscal system; and also to the liberal appropriations made by municipal councils from general funds to school funds.

#### TOTAL EDUCATIONAL FUNDS.

Adding together these several kinds of contributions—Insular, provincial, and municipal—we have as a total of revenues provided for public instruction ₱5,229,720.13, of which total there was expended ₱4,609,414.53.

These figures do not, however, take account of voluntary contributions made by private individuals, usually for new school buildings. Owing to incomplete reports, no exact statistics can be given for the entire Archipelago this year. For the previous fiscal year these gifts aggregated ₱232,988.33; during the last school year probably more has been given toward high-school buildings, but less for barrio schools than in 1905.

The above is an average expense per capita for education of about 61 centavos. The expenditure per capita of population for public schools in the United States, while differing much in different parts of the Union, averages for the whole country about \$3. It is evident, however, that comparison can not be profitably made between the United States and the Philippines. On the contrary, it is suggestive to compare the Philippines with Japan. In this latter country there was expended in the year 1902-3 a total of Y51,177,029 or about Y1.11 per capita of population, rather more than double the rate of expense in the Philippines.

#### PUBLIC INSTRUCTION GIVEN DURING THE PAST YEAR.

The number of primary schools, exclusive of the Moro Province, increased during the past year to over 3,000, there being 3,108 open in the month of March, the last month of the school year. In the Moro Province the number of primary schools increased from 52 to 58, including two trade schools of primary grade. Adding these 58 gives a total of 3,166 primary schools for the Islands, an increase of 439 primary schools since March, 1905. The number of Filipino teachers likewise increased from 4,457 to 4,719 (including 324 Insular teachers), and in addition to these teachers a large number of "aspirantes" or "apprentice teachers" taught during the year, there being 1,442 reported

as employed in the month of March. In some cases these apprentice teachers received nominal pay, but in most cases their services were unremunerated except by the privilege of attending teachers classes and institutes. In the Moro Province the number of primary teachers was 63, making a total of 6,224 Filipino teachers and aspirantes giving instruction in the last month of the school year.

In the last annual report attention was called to the fact that the enrollment in primary schools had greatly exceeded the facilities available for instruction and that superintendents had been directed to exclude not only children below the age of 6 but, if necessary, to make the age of entrance 8 to 9 or even 9 to 10 years, to insist upon regularity of attendance, and to try to improve the quality of the instruction rather than to increase the enrollment. This policy has been followed this year with excellent results. No account has been taken of total enrollment, the whole attention being put upon monthly attendance. October is the best month for school attendance, but the month of March is selected for statistics herein given as the last of the school year and as furnishing the latest data in point of time. In the month of March there were in the primary schools 365,333 pupils, of whom 220,484 were boys and 144,849 girls, the proportion between the sexes being as 60 to 40. The average percentage of attendance in all provinces for the month of March was 85.2, the best attendance being obtained in the city of Manila, where it was 95 per cent, with Union and Tarlac both 94 per cent.

As regards intermediate instruction, in addition to the provincial high schools, thirty-six in number, each of which maintains an intermediate preparatory department, there were ninety-two schools giving intermediate instruction. The total attendance of pupils in intermediate classes, including provincial high schools, was in the month of March, 9,120, of whom 7,018 were boys and 2,102 girls, a proportion of 77 per cent to 23 per cent, besides 59 intermediate-grade pupils in the Zamboanga High School (Moro Province). The daily attendance of these schools is excellent, being 96 per cent. Five provinces in the month of March reported that there had not been a single absence from school of an intermediate pupil. These provinces were Camarines, Cavite, Union, Occidental Negros, and Palawan.

As regards secondary instruction, seventeen provinces last year had high-school courses. These provinces were Ilocos Sur, Bulacan, Cagayan, Laguna, Nueva Ecija, Nueva Vizcaya, Pangasinan, Romblon, Surigao, Tayabas, Leyte, Union, Iloilo, Ilocos Norte, Cebu, Cavite, and Batangas. The total March enrollment in these secondary classes was 308 students, of whom 245 were young men and 63 young women, a proportion of 80 to 20 per cent.

The disparity in numerical attendance of girl students in the intermediate and secondary courses is rather marked; nevertheless, some of the very brightest students are young women. The highest marks in

competition for appointment as Government students in the United States in two successive years have been obtained by young women. The percentage of attendance among these high-school students was most excellent, being 98 per cent in the month of March; nine of these seventeen schools in the month of March did not have a single absence of a secondary pupil.

The Philippine Normal School had in attendance in the month of March 357 students, 245 of whom were young men and 112 young women, besides 119 pupils in its training school; the Philippine Nautical School 21 students, young men; and the Philippine School of Arts and Trades 237 young men.

These figures give a total attendance of pupils in all public schools for the month of March, 1906, of 375,554, which total may be compared with a similar total of 311,843 pupils for the month of March, 1905.

All of the school divisions conducted teachers' institutes last year, varying from four to six weeks in different provinces. In most cases admission to these institutes was permitted only to actual teachers and "aspirantes." The instruction given was divided between the common branches of the intermediate course and special topics of instruction, such as school gardening, domestic science, primary industrial work, and methods of teaching. The regular daily and weekly instruction of Filipino teachers by the supervising teachers was also continued. These two means of developing the Filipino teacher commend themselves more and more, and there is no immediate prospect of their discontinuance.

A vacation assembly for American and Filipino teachers was held in Manila on the grounds of the Normal and Trade Schools from April 9 to May 18, and was attended by 186 American and 384 Filipino teachers. Courses were given in a large number of subjects. The first assembly, or summer school, was a decided success and strongly recommends the continuance of the plan every year.

#### THE TEACHING FORCE.

American teachers under regular appointment on duty during the last school year numbered 763. The appropriation authorized 800 American teachers, but did not provide an appropriation large enough to employ so many. The force was augmented by the appointment from time to time of 68 teachers under temporary employment. As regards the American teaching force, the following facts may be of interest: The average salary of the regular American teacher was \$2,181.33; of all teachers, regular and temporary, 574 were men and 257 were women; of these teachers 143 had been in the service less than one year. The Bureau suffered the loss, by reason of death, of four teachers. There were 83 separations, of which 14 were transfers to other branches of the Philippine service and 7 were dismissals for cause. Health conditions among the

American teaching force apparently continue about the same. During the forty weeks of the school year the force of American teachers averaged a small fraction over three days of illness as against three days for the previous year.

Regular teachers are obtained by appointment by the Director of Education from eligible lists certified by the Bureau of Civil Service as the result of examinations held in the United States and in the Philippines. A total of 215 men and 107 women were so certified during the past year, and of this number 110 men and 27 women were appointed and accepted. This method of obtaining teachers is satisfactory except for special instructors, as of science, agriculture, and the trades. These classes of teachers who are greatly needed seem to seldom enter the examinations.

The appropriation bill carried 294 positions for Filipino insular teachers, but by splitting positions (a measure permissible by executive approval) a considerably larger number of such teachers have been employed. In March there were 324 engaged. Eligibility for permanent appointment to these positions is obtained by civil-service examinations. A fairly large eligible list now exists, though it is not evenly distributed in the different provinces. This office has recommended that the standard of this examination be raised to an equal grade with the school examination for the completion of the intermediate course. Insular teachers have been assigned to various duties; a few have been supervising teachers and in this capacity have given satisfaction; some have been teaching intermediate grades, but the majority have served as principals or Grade III teachers in central municipal schools. Of the 4,395 municipal teachers who had regular appointments, 3,015 were men and 1,380 were women. They are for the most part young (835 are under 18 years of age), educated largely in schools established since American rule, and sprung from the poorer classes as well as from the well-to-do. In fact all grades of society are represented. Their average compensation instead of rising, as was anticipated, has decreased and now averages ₱18.01 per mensem for men teachers and ₱17.62 for women teachers, where two years ago, the figures were ₱20.76 per mensem for men and ₱20.99 for women. This does not, however, indicate that good teachers are paid less, but rather that the standard has gone up, and it has become possible to secure new teachers whose training and experience are small at lower salaries than before. Service in the Bureau of Education carries with it valuable educational advantages which have come to be appreciated and which are a strong attraction to enter the service and accept a modest compensation during the first year or two of teaching. A year ago it was anticipated that the instruction given to Filipino teachers would carry the large body of them so far forward as to eliminate teachers of a lower standard of attainment than Grade IV. This result, however, has by no means been reached. In part this is due to more

rigorous examinations and higher standards. The reports for March showed that there were 1,862 teachers who had not successfully passed the primary examination. Of the rest, 1,222 were classified as belonging to Grade IV, 725 to Grade V, 281 to Grade VI, and 24 in the secondary course. The average of the insular teachers is naturally much higher. In a number of divisions it has been possible to adopt the rule that no one who has not passed the primary examination shall be given a teacher's appointment.

#### SCHOOL BUILDINGS.

Of the provincial schools thirteen are accommodated in buildings owned by the provincial governments, and either specially constructed or purchased within the last three years for high school use. These buildings are nineteen in number and include shop buildings as well as central recitation buildings. There are 30 buildings rented by the provincial governments for high school purposes, and, in addition, a number of buildings belonging to the provinces but not constructed originally for school purposes are used. The high school of the city of Manila, which opened June 11, 1906, occupies the former Escuela Municipal. In addition to these there are actually under construction seventeen buildings designed for high school use, which include central recitation buildings, shop buildings, and dormitories for students. These latter buildings are being constructed in part out of funds appropriated by the Insular Government, in part by provincial appropriations, and to a considerable degree from funds provided by private subscriptions.

Of intermediate schools, only two are accommodated in buildings specially designed for this purpose. One is the intermediate school at Indang, Cavite, and the other the intermediate trade school at Bacolor, Pampanga. Other intermediate schools are accommodated either in central municipal school buildings, in rented buildings, or government buildings not designed for the purpose and temporarily loaned.

There are 2,454 primary school buildings owned by municipalities. In the destructive typhoon that visited the Archipelago in September, a large number of school buildings were destroyed, which have, however, been more than compensated for by the construction this year of 298 new primary school buildings. While the majority of these are barrio schools and are in part of light materials, they are of a more substantial character than those which were being put up two years ago.

#### ESTIMATE OF THE YEAR'S WORK.

The past year has undoubtedly been by far the most successful in the history of the Bureau in the accomplishment of substantial results. More pupils have been taught than ever before and the instruction has been much better. The regularity of attendance, especially as the higher grades are reached, argues well for the establishment of new habits and

for the solidity of the instruction. The number of new schools opened is naturally not as great as in the two previous years, when the work of the Bureau was undergoing a rapid development, but the growth is apparent, and these last schools have been established with particular reference to permanency.

Advance is noticeable among the Filipino teachers. The system of classification introduced among them has been followed by a greater definiteness in their instruction. These teachers continue to gain in reliability, strength of character, and moral purpose. The production of such a force, numbering as it now does over 6,000 including apprentice teachers, still impresses me as the most striking result effected by the Bureau of Education. American teachers must necessarily come and go, but this force of Filipino teachers, continually gaining in learning, maturity and character, understanding more and more clearly the character of their mission and becoming continually more devoted to it, promises to be the best and most influential force in the life of the Islands.

The great mass of public school pupils, as has already been sufficiently well indicated, are children of the poor or lowest classes. What will public instruction do for them? Will it, as we hope, make them independent producers, skilled workmen, intelligent citizens of their towns, free them from debt, raise their standard of life, and elevate their moral character? This is the final test of the serviceability of education; the standard by which this system of public instruction must in the end be judged. I must admit that whether or not the public schools will do all this, we can not yet say. It may already be satisfactorily shown that the public schools can turn out competent teachers, clerks, and aspiring students, but whether they can make the masses intelligent, industrious, economical, and upright is a question which will take some years of further progress to demonstrate, and argument either for or against such hopes is at the present time mostly futile.

#### PRIVATE SCHOOLS.

Private instruction plays a large part in the intellectual life of the Islands. While not amounting to a complete classification, these private schools may be grouped in three classes:

First there are *institutions of secondary instruction*, usually but not always supported by the Catholic Church, and many of them with a history reaching back several decades. The instructors in the institutions are in large part members of religious orders. Such institutions exist not only in Manila but in several provincial capitals, particularly those which are episcopal sees. Judging from such information as I have and from the character of students from these institutions who frequently apply to the Bureau of Education either for further instruction

or for other purposes, I should say that the instruction in these institutions is undergoing considerable development. English has been introduced into most of them, and in some cases is well taught. My impression would be that the support given these schools is not much affected by the existence of public schools.

In the second place, *private schools* or "*colegios*," sometimes unduly pretentious in their announcements, exist in a great many large towns. They usually offer secondary education, including Latin, but give primary instruction as well; some of them promise to confer degrees. Some of them teach English, although in practically all of them Spanish is the basis of instruction. These schools are usually organized by ambitious young Filipino scholars and often secure considerable local support. Not possessing large resources nor the prestige of past services, they are seriously interfered with by the presence of public high schools or intermediate schools. These schools, while not at present of a high type of efficiency, in the future as the standards of education rise, and the qualifications of private teachers improve, may become an effective element in the progress of the people. The instruction, while too pretentious and not sufficiently thorough, is by no means without its results upon the minds of the pupils.

The third class of private school is the *primary school*, usually conducted in the native dialect of the locality and designed primarily to give small children the rudiments of religious instruction and preparation for their first communion. Sometimes these schools are under the direction of the parochial "*cura*" and are held in the convent; but quite as often they are held in private houses. Sometimes the teachers are men, or more frequently women, who were public-school teachers in Spanish times, but who did not make the degree of progress necessary to continue under the present Government. There are hundreds of these schools all over the Archipelago. Children sometimes leave the public schools for a few months in order to receive in them the religious instruction which is not provided in public schools. It can not be stated, however, that these schools are well conducted. The order is poor. Children receive little attention from the teacher, who is frequently occupied with other things, such as household duties, and, if attendance at these private schools prevented the child's getting the education of the public schools, their presence would be considered regrettable, but the fact is that an adjustment between the work of the public schools and these private schools seems to be gradually taking place. The crowded attendance in the public schools makes it necessary more and more to exclude from attendance children under 8 or 9 years of age. The years from 9 to 12 are believed to be the best for attendance at a public primary school. The child is more matured and better able to undertake the learning of a new tongue; leaving the primary school at from 12 to 15, he is also much more likely to make use of the language and instruction therein obtained



than if he left at 10. It would then seem that there is a period in the life of the child—say, from the age of 6 to 9—in which private instruction may be cordially invited. In a single year of instruction the child could be taught the alphabet, and the syllabary necessary to read a native tongue, and, in addition, if the school was a church school, receive religious instruction embracing a simple exposition of Christian faith, prayers, songs, and Christian morals. It might be further remarked, however, that the task imposed upon the church of giving elementary religious teaching would be a far simpler one than that imposed on the Government in giving three years of primary instruction, inasmuch as where the primary schools must attempt to reach 400,000 pupils, these doctrinal schools could be content with a third of the number, as the instruction need last but one-third as long; and, while the public schools must have native teachers sufficiently trained in English to give three years' satisfactory English instruction, the doctrinal schools would require no such standard of their teachers.

During the past year the clergy, particularly the native curas, have continued to be friendly supporters of the schools. The only part of the Archipelago in which there has been reported religious opposition is in the Moro Province, where the superintendent reports very active opposition on the part of the Jesuit missionaries. In the northern provinces of Mindanao the public schools seem to have fully won the confidence and support of the people, and the attitude of the Jesuit missionaries has become friendly. Some advantage is taken by priests of the opportunities for instruction of public-school pupils under the provisions of section 16 of Act No. 74, and in some places this seems to be a satisfactory arrangement. It is not, however, generally taken advantage of.

There is another field in which the Catholic Church, as well as various missionary societies, are commencing to coöperate with the work of public education. This is by establishing private dormitories for students attending provincial high schools and schools in Manila. This has been done in several provincial capitals, and for students attending the Philippine Normal School a dormitory has been opened by the archbishop of Manila. There is a great field for such enterprise and many such student homes are needed in addition to such public dormitories as have been opened. These institutions have, of course, no official relation with the public schools, whose students they shelter, nor with the Bureau of Education, but, in view of the homeless and unprotected life of hundreds of our young men students, their presence is welcome.

#### ENGLISH AND THE NATIVE LANGUAGES.

Supervising teachers generally become familiar with the native language of their district and find this knowledge of great assistance to them in their work among the people. It is not allowed in the public schools even by the Filipino teachers. English is taught, even to the small

beginner, without the assistance of translation, the first steps of the pupil in chart and primer being so arranged as to obviate its employment. This method, which is that most commonly in vogue among teachers of foreign languages, receives the general indorsement of American superintendents and teachers. There are some, however, who advocate modifications of this method, and their criticisms are sufficiently intelligent and thoughtful to demand consideration.

As far as the people of the provinces are concerned the demand for instruction in English has continued to increase, and is at the present time practically unanimous.

Recently certain Filipino writers in Manila have viewed the teaching of English with some alarm. They see in it a menace to the "Filipino soul," and argue that knowledge of English will "Saxonize" the Filipino people.

The history of other peoples, however, does not justify the belief that the adoption of English speech will result in making over the race to conform to artificial standards. Mexico might be mentioned as a country where Spanish speech has spread among the Indian population without destroying the best native elements of its character. I suppose no one would argue that Mexico would be better off to-day if Spanish were not the universal medium of communication and the native Indian languages had continued to be the only idioms spoken by the great mass of the population. It is however, the choice of the Filipino people which must eventually decide this matter, and this is at present overwhelmingly in favor of English instruction. One of the native papers of Manila in speaking of the recent criticisms of the teaching of English, said: "Against all the arguments that can be opposed to the teaching that is given in the public schools, there exists one that is irrefutable—the school attendance."

#### RECOMMENDATIONS.

There seems to be little to recommend in the way of immediate changes. No additional legislation is asked for except a law already under consideration by the Commission, which will authorize municipalities to subscribe to the expense of provincial schools.

The only doubtful feature of the system of instruction seems to be the intermediate schools. Our original program of 120 such institutions, an average of three to a province, has not been possible because of inadequacy of funds. The Bureau of Education is supplying the instructors for these schools and the Insular Government is not now providing enough money to enable it to do so in all cases demanded. It seems probable that the development of intermediate schools will have to wait upon a class of Filipino teachers capable of giving this instruction, and upon the increase of local revenues, either provincial or municipal, to the point where they can support them. It may be better to plan

for fewer intermediate schools and to modify the primary course so as to give a fourth grade of instruction in all central municipal schools. This is a plan which will be tried in the next year or two. Under this plan special schools giving the instruction of Grades III and IV should exist in all municipalities. The teaching should be limited to the third and fourth grades, leaving the first and second grades to the barrio schools, and it should be of an eminently practical kind, designed to fit the boys and girls for comfortable, respectable, healthful lives in their own towns. It should aim not only to complete the pupil's practical familiarity with English, with business arithmetic, and with elementary geography, but should also add instruction in agriculture and tool work, such as handy carpentering, blacksmithing, stone and brick masonry, and the use of cement, whitewashing, and painting. It should also identify the pupil with the life of his town, its improvement, sanitation, and political activity. For the girls it should embrace two years of housekeeping, cooking, care of infants, nursing, and sanitation. Such schools as these can not be started until we have a class of Filipino teachers who are trained not merely in the academic branches necessary but in the practical subjects as well. This problem is, however, being seriously attacked, and in one province, Pangasinan, there is this present year under instruction a teacher from each of thirty towns, who will spend the entire year in the provincial capital preparing to teach such subjects as are above outlined. It may be that the establishment of such schools as these, which shall complete the instruction of the great mass of the people and apply it to their needs, will be the solution of our problem of making education the transforming factor in the social and economic life of the nation.

#### DIVISION OF ETHNOLOGY.

The chief of this division, Dr. Merton L. Miller, has been largely occupied during the past year in visiting different non-Christian tribes and securing information for the Secretary of the Interior that would assist in settling administrative questions having to do with these peoples. He visited the Bukidnon of Misamis Province, the Negritos of Tarlac, Zambales, Bataan, and Pampanga, and the Negritos and Ilongot in Nueva Ecija and Tayabas. The assistant ethnologist, Mr. Christie, has spent most of the year prosecuting field studies among the Subanon of Mindanao.

In February the offices of this division, and the ethnological exhibit returned from the St. Louis Exposition, were moved into the same building with the other offices of the Bureau of Education. This ethnological material is considerable in quantity and, for certain tribes of the Philippines, fairly complete. It, unfortunately, was returned from St. Louis largely unlabeled, and a large amount of work has been

necessary in order to identify and label the specimens. They are now in part being arranged for display.

Three volumes of publications appeared during the early part of the year: *The Nabaloi Dialect*, by Otto Shearer, and *The Bataks of Palawan*, by Lieutenant E. Y. Miller; *Relaciones Agustinianas de las Razas del Norte de Luzon*, edited by F. Angel Perez; and *Studies in Moro History, Law, and Religion*, by Dr. N. M. Saleeby.

The Commercial Museum, formerly in charge of the Bureau of the Ethnological Survey, was by executive direction discontinued and its affairs have been wound up, its exhibits being returned to exhibitors or disposed of according to their directions.

#### THE DIVISION OF THE AMERICAN CIRCULATING LIBRARY OF MANILA.

This library was transferred during the month of March to the same building with the Bureau of Education, and occupies the entire western end of the building. Since this removal the library has been open continuously from 8 in the morning until 10 at night each day of the week except Sundays and holidays. The number of subscribers increased from 290 in April to 430 in June. The number of volumes drawn out per month is now about 1,400, of which 1,100 are fiction. The number of volumes on hand June 30 was 12,482. Receipts from subscribers' cards and fines amounted to about ₱230 per mensem and constitute a fund which is expended net for new books and periodicals. A balance of ₱3,200 was on hand at the end of the fiscal year. About 1,000 new volumes in the subjects of history, travel, administration, and political economy have lately been ordered, and important additions have been made to the list of periodicals. The periodical list with recent additions embraces 108 current publications. This by no means, however, exhausts the reading facilities offered through the library. There are also available the exchanges received by the division of ethnology for its publications, which amount to 152 American and foreign publications. There is also a large list of trade journals from all parts of the world, formerly received by the Commercial Museum and now coming to the Bureau of Education, which number 63. In addition to these, 20 publications devoted to science and education are received by the Bureau of Education, which are likewise available for the public. The whole constitutes a wide range of periodical reading matter available at all times to the public. An effort is likewise being made to form a library of Philipiniana and a special room has been set apart for such collections, to which admission may be had upon application.

Much progress has been made in the last few months toward cataloguing the library. Over 12,000 volumes have been accessioned, had pockets attached, and book cards prepared; 4,480 volumes were book numbered, classified, and labeled; and 4,350 volumes had catalogue

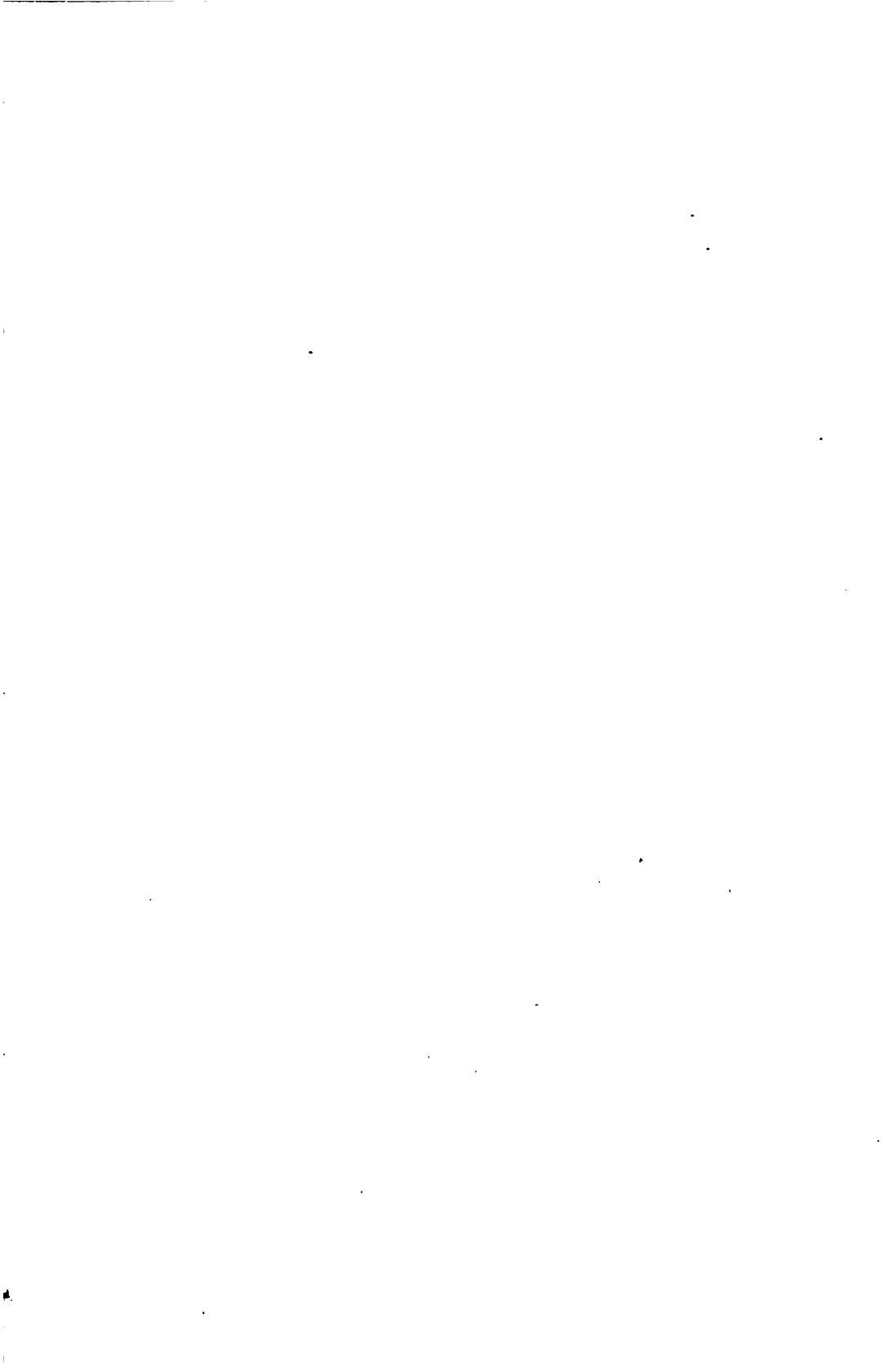
slips written. This entire task will be pushed forward to completion. The present aim is to make the library thoroughly cosmopolitan and to build up sections in foreign languages as well as English, so as to appeal to the several nationalities resident in the city of Manila. The present patronage is considered very satisfactory and is steadily increasing.

Very respectfully,

DAVID P. BARROWS,  
*Director of Education.*

Hon. W. CAMERON FORBES,  
*Acting Secretary of Public Instruction,*  
*Manila, P. I.*







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## SEVENTH ANNUAL REPORT

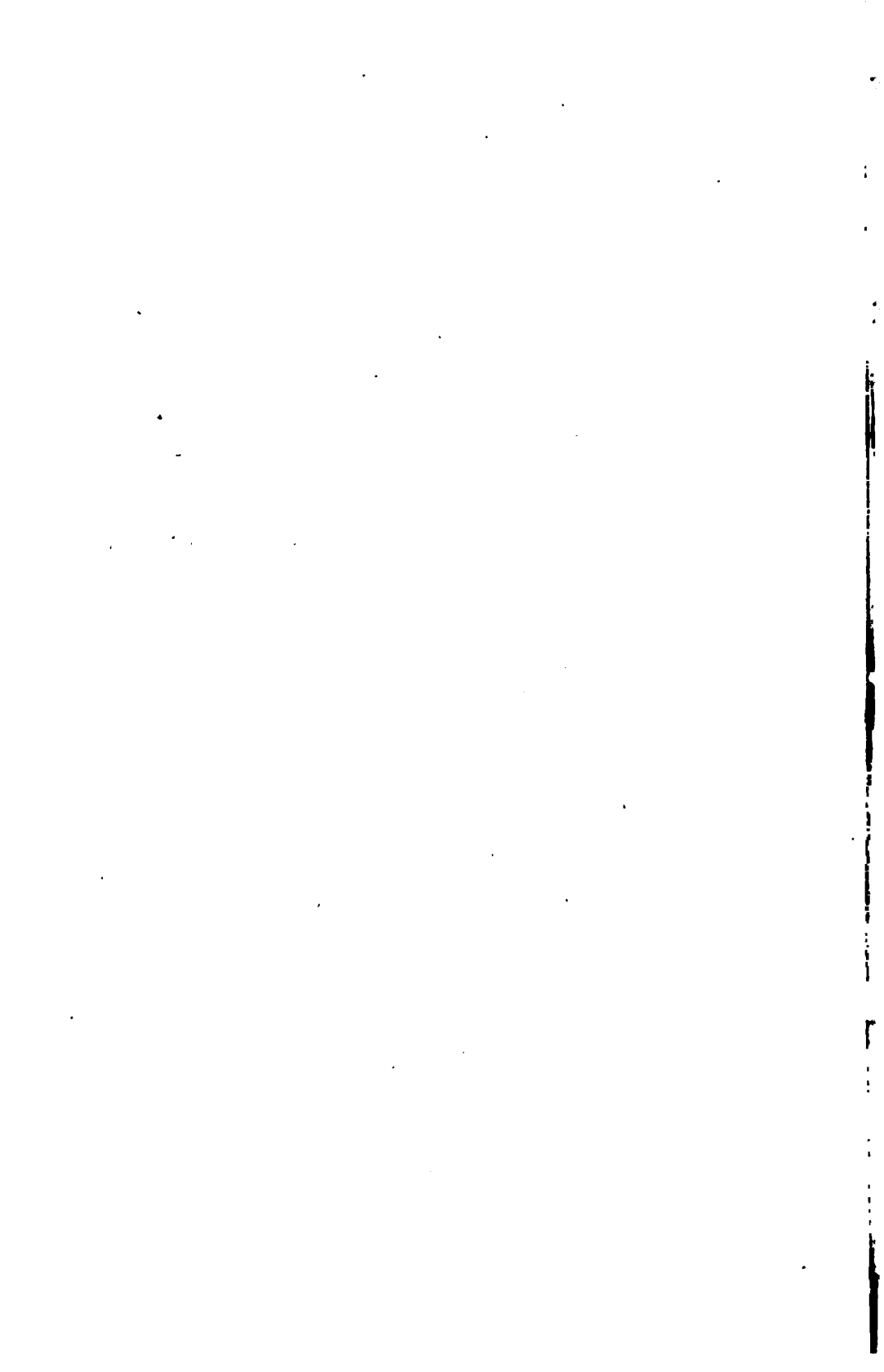
OF

# THE DIRECTOR OF EDUCATION

JULY 1, 1906, TO JUNE 30, 1907

MANILA  
BUREAU OF PRINTING  
1907





DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION  
MANILA

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# SEVENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

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DEPARTMENT OF PUBLIC INSTRUCTION,  
BUREAU OF EDUCATION,  
*Manila, August 10, 1907.*

SIR: I have the honor to submit herewith the Seventh Annual Report of the Director of Education. The school statistics given in this report cover the school year closing March 30, 1907. The financial statistics cover the fiscal year closing June 30, 1907.

## LEGISLATION AFFECTING THE BUREAU.

The legislation of the past year has effected no radical change in the organization of the Bureau, though minor changes have been brought about by various enactments of the Commission. By Act No. 1541 the division of ethnology, which by the Reorganization Act was made a division under the Bureau of Education, was transferred to the Bureau of Science. This division will soon move into new quarters, thus making available in the education building some much needed additional room for the American Circulating Library.

Act No. 1539 authorizes the Director of Education to change, increase, or decrease, with the approval of the Secretary of Public Instruction, the established school divisions whenever in his judgment the public interests so require. This will enable the Director to meet promptly the rapidly increasing educational needs of the Archipelago, and to avoid any loss of efficiency due to too great pressure of work upon any division.

Act No. 1545 amendatory to Act No. 1401, reorganized the provincial boards by making other provision for the third member of the board, relieves the division superintendent of his membership thereon. This change relieves the superintendents of a large amount of work having but little direct relationship to their schools, and enables them to devote their time altogether to the educational interests of their respective divisions. The chief advantage accruing to the educational interests by this change is the entire freedom from politics or political questions which it gives the division superintendent. The educational interests of these Islands require an absolute separation of the schools from party politics.

In addition to the Government scholarships authorized by Act No. 854, the Commission by Act No. 1632 provided for one free scholarship in the Philippine Medical School for each province in the Archipelago. These scholarships were awarded on the basis of an examination equal to that required for graduation from the secondary courses. This examination was held under the general supervision of the Director of Education and the immediate control of the division superintendents on June 1, 1907, in every province of the Archipelago. Of the entire number who entered the examination, but fifteen continued until its close and submitted the required number of papers for ratings. Of this number but two, both graduates of the Philippine Normal School, secured the rating required for certification by the Director to the board of control of the Philippine Medical School. The two successful candidates were Isabelo Concepcion, of Manila, and Manuel Ramirez, of Bulacan.

The Commission also, by resolution, established ten free scholarships in the preparatory nurses' training course given by the Philippine Normal School. These scholarships are worth ₱240 per annum each and have been awarded to ten of the young women graduates of the intermediate course who qualified therefor in an examination prescribed by the Secretary of Public Instruction. The prescribed examination was given after the opening of the schools in June in each of the provinces having intermediate graduates, and the scholarships were awarded to one eligible from each of the following provinces: Albay, Batangas, Ambos Camarines, Capiz, Cebu, Leyte, Manila, Ilocos Sur, Nueva Ecija, Zambales.

Special provision has been made for the provincial schools of certain provinces by legislation cancelling provincial indebtednesses to the Insular Government upon the condition that certain sums are made available locally for provincial school purposes. By Acts Nos. 1560, 1601, 1603, and 1622 the following special provincial school funds have been created:

Cebu .....	₱42,500.00
Bataan .....	8,000.00
La Union .....	50,000.00
Nueva Ecija .....	20,000.00
Sorsogon .....	20,000.00
Capiz .....	55,000.00
Batangas .....	51,664.47
Iloilo .....	50,000.00
Romblon .....	8,000.00
A total of .....	301,164.47

Sorsogon, by Act No. 1534, received, in addition to the ₱20,000 provided by Act No. 1603, a loan of ₱20,000 for the completion of the provincial high school. Further provision especially for the construction

of school buildings was made by the appropriation in Act No. 1580 of ₱300,000, ₱50,000 of which is to be expended in the city of Manila, leaving ₱250,000 available for construction work in the provinces. To this amount the city has added an equal sum, thus making available ₱100,000 for the construction of a school building.

At the close of the fiscal year ₱238,500 of the remaining ₱250,000 appropriated had been allotted to twenty-one provinces upon the condition that ₱161,500 in addition should be provided locally for the construction of the buildings for which this special aid was given, thus making a total construction fund, including Manila, of ₱500,000. These allotments provide ₱50,000 for the construction of provincial high-school buildings, ₱91,100 for schools of arts and trades, ₱49,500 for intermediate schools, ₱11,000 for agricultural schools, ₱5,000 for dormitories, ₱3,000 for domestic-science buildings, ₱6,000 for a school of pottery, and ₱15,000 for a school of fisheries. Work has begun or advertisement for bids is being made on thirteen of the projects receiving special aid from these funds.

By Act No. 1518 the Arts and Trades School which existed under the Spanish sovereignty in the municipality of Bacolor, Province of Pampanga, was reestablished as a provincial school known as the Provincial Arts and Trades School of Pampanga. The old Arts and Trades School building was repaired at a total cost of ₱12,416, ₱5,000 of which were allotted for this purpose from funds appropriated by Act No. 1275, the remaining ₱7,416 being raised locally by the people. Bacolor now has one of the handsomest trade-school buildings in the Archipelago. Its value is estimated at not less than ₱80,000.

#### RECEIPTS AND EXPENDITURES FOR EDUCATION.

##### INSULAR RECEIPTS.

There was appropriated for the general expenses of the Bureau of Education for the fiscal year 1907 the sum of ₱3,000,000 (Act No. 1527). To this amount was added later by Act No. 1660 an appropriation of ₱182,790. This later appropriation was made to provide ₱69,690 with which to pay the salaries of additional Insular teachers authorized by Act No. 1527 and to meet certain expenses to the amount of ₱113,100, which by Act No. 1509 became a proper charge against the Bureau of Education instead of, as formerly, against the Insular salary and expense fund, thus making the total appropriation for the year ₱3,182,790. To this should be added the sum of ₱12,098.35 realized during the year from the sale of books, and ₱3,603.03 appearing to the credit of the Bureau as miscellaneous refunds, making the gross amount



available for the year ₱3,198,491.38. The expenditures for the year were distributed as follows:

INSULAR EXPENDITURES.	
Office of the Director .....	₱90,918.91
Salaries of division superintendents .....	134,521.04
Salaries of clerks to division superintendents .....	40,113.19
Salaries of American teachers .....	1,783,401.28
Salaries of Filipino Insular teachers .....	174,210.51
Salaries of special teachers .....	4,342.12
Wages of night-school teachers .....	633.00
Salaries in division of ethnology .....	9,980.00
Salaries in American Circulating Library .....	10,316.43
Wages of other employees of the Bureau .....	13,188.40
Half salary (Act No. 1509) .....	17,250.17
Travel expenses, general office .....	3,431.57
Travel division superintendents .....	28,526.43
Travel supervising teachers .....	42,416.76
Travel other teachers .....	16,903.08
Travel division of ethnology (including funds transferred to Bureau of Science) .....	11,326.12
Travel American Library .....	20.40
Purchase of school books and supplies, including equip- ment, machinery and tools for industrial departments of intermediate and high schools, furniture, etc .....	412,899.11
Transportation of supplies .....	10,263.78
Printing and binding .....	13,399.60
Postage .....	9,876.55
Cablegrams .....	569.99
Rental of buildings .....	6,610.00
Travel expenses to Philippine Islands (Act No. 1509) ....	70,346.36
Travel expenses from Philippine Islands (Act No. 1509) ..	12,730.00
States scholarships for Filipino students .....	184,583.52
Additional items charged against the Bureau on the Auditor's books .....	2,929.80
Miscellaneous .....	6,852.12
<b>Total .....</b>	<b>3,112,540.24</b>

Leaving an apparent balance on hand at the close of the fiscal year of ₱85,951.14. This apparent balance is offset by the following outstanding liabilities at the close of the fiscal year:

Salaries of temporary teachers for June and preceding months (estimated) .....	₱15,000.00
Traveling expense vouchers received but not paid June 30..	4,345.00
Transportation of school supplies, vouchers received June 30 but not paid .....	2,414.00
Vacation salary to be refunded after completion of vaca- tion work (estimated) .....	20,000.00
Other vouchers received but not paid .....	1,308.00
Traveling expenses not presented (estimated) .....	4,000.00
Transportation bills not presented (estimated) .....	1,000.00
Salaries of special teachers (service report delayed, amount estimated) .....	1,000.00

*Outstanding liabilities.*

Official postage of division superintendents, vouchers not received (estimated) .....	1,000.00
Repairs and increase in plant for Philippine School of Arts and Trades .....	9,763.71
Honoraria due instructors vacation assembly .....	1,000.00
Per diem due superintendent Nautical School .....	1,490.00
Unpaid vouchers for supplies, books, machinery, etc., purchased during the year .....	20,102.86
<b>Total .....</b>	<b>82,423.57</b>

Leaving a net credit balance of ₱3,527.57.

**PROVINCIAL EXPENDITURES FOR THE SUPPORT OF SECONDARY INSTRUCTION.**

For construction and repairs .....	₱264,657.66
For equipment .....	7,464.86
For salaries and wages .....	7,777.78
For current expenses .....	27,880.56
<b>Total .....</b>	<b>307,780.86</b>

Of the amount expended by provinces for the construction and repair of provincial school buildings, approximately ₱125,800 came from Insular funds appropriated by Acts Nos. 1275 and 1580, which were allotted to them in each case for the construction of certain specified buildings by the honorable the Secretary of Public Instruction. The actual expenditure, therefore, from purely provincial funds was approximately but ₱138,857.66. A considerable part of the large amount expended for "current expenses" was for the payment of rental of buildings occupied by provincial schools in the provinces having no buildings of their own. The expenditure by provinces is shown in Table XIII.

**MUNICIPAL RECEIPTS AND EXPENDITURES.**

In no year of the Bureau's history has the necessity for rigid economy in municipal school funds and careful management of the same been more imperative than during the past year. By reason of the suspension of the land tax and the reimbursement to municipalities of but 50 per cent thereof by the Government, the local school funds were greatly depleted and in many cases the schools' continued existence was dependent upon the municipal councils appropriating from the general funds the amounts required for their maintenance. In the great majority of cases the councils responded generously to this need so that, although crippled, the schools were enabled to continue in session. This action of the councils, however, usually involved the postponement of greatly needed public improvements.

The total receipts of municipal school funds during the year amounted to ₱2,250,743.60; the total expenditures for the year amounted to ₱1,359,702.05, leaving a total balance of municipal funds on hand at the close of the year of ₱891,041.55.

## TOTAL RECEIPTS AND EXPENDITURES FOR EDUCATION.

The total Insular, provincial, and municipal receipts for educational purposes during the year amounted to ₱5,757,014.84. The total expenditures for the year were ₱4,862,445.72.

## VOLUNTARY CONTRIBUTIONS.

\*Voluntary contributions are not included in the above figures. Complete reports on voluntary contributions for the year have not been received from all provinces. So far as they have been received, however, they amount to a total of ₱137,104.70, distributed as follows: In money, ₱18,067.26; in labor, land, and materials, ₱119,037.44. Fully nine-tenths of these contributions were given for the construction of school buildings. The remainder was contributed for the payment of teachers' salaries in municipalities which were unable to maintain them from public funds.

## ANNUAL EXPENSE PER CAPITA AND PER PUPIL BY COURSES.

The annual expenditures for the year, including the extraordinary expenses incurred by reason of the construction and repair of buildings, but exclusive of expenses on account of the division of ethnology, the American Circulating Library, and Government students in the United States, represent a per capita expense for the entire population of ₱0.616 and a gross per capita cost for the entire school population of ₱3.08. Based on the total annual enrollment, the gross cost per pupil was ₱9.67, upon the average monthly enrollment it was ₱12.38, and upon the average daily attendance ₱17.27. The annual cost per pupil enrolled in the various courses is (based on the average monthly enrollment) as follows:

## Primary course:

Instruction.....	₱7.20
Texts, supplies, etc.....	1.17
Administration.....	1.00
<b>Total.....</b>	<b>9.37</b>

## Intermediate course:

Instruction .....	69.26
Texts, supplies, etc.....	2.28
Administration .....	1.00
<b>Total .....</b>	<b>72.64</b>

## Secondary course:

Instruction .....	271.83
Texts, supplies, etc.....	3.39
Administration .....	1.00
<b>Total .....</b>	<b>276.22</b>

The striking increase in cost of intermediate instruction over primary instruction and of secondary instruction over intermediate is due to two factors: First, to the decrease (45 per cent) in the average enrollment per teacher in the intermediate grades as compared with that of the primary grades, and the decrease (59 per cent) in the enrollment per teacher in the secondary course as compared with that of the intermediate grades; second, to the following differences in the percentages of American, Filipino Insular, and municipal teachers working in the primary, intermediate, and secondary schools, respectively:

Primary: American, 6 per cent; Filipino Insular, 4 per cent; municipal, 90 per cent. Intermediate: American, 78 per cent; Filipino Insular, 17 per cent; municipal, 5 per cent. Secondary: American, 68 per cent; Filipino Insular, 32 per cent; municipal, 0 per cent.

#### BOOKS AND OTHER SCHOOL SUPPLIES.

The Bureau of Education now has in the hands of superintendents, teachers, and pupils, books and supplies to the value of approximately ₱2,000,000. This property has been distributed through division superintendents and teachers to no less than 400,000 pupils studying in the 3,500 schools which are located in more than 600 municipalities in the 40 school divisions. The proper administration of this large amount of property necessitated the adoption of a rigid system of accounting and the promulgation of certain rules as to requisitions, receipts, and expenditures for the guidance of superintendents and teachers. These rules, as prescribed by the Director, require division superintendents at the end of the school year to make a complete inventory of all serviceable supplies in their several divisions. This inventory is carefully reviewed in the general office, compared with the inventory of the preceding year, and checked against it and all additional supplies received by the division during the year for which the new inventory is submitted. The differences between the inventory submitted and the preceding inventory, plus all receipts during the year, should represent the normal expenditure of books and supplies by reason of ordinary wear and tear. Should these differences appear unduly large an explanation thereof is required from the division superintendent and his responsibility therefor ceases only when the explanation submitted shows beyond question that the unusually large expenditure was due to no fault or carelessness on his part.

The division superintendent is required to hold every teacher strictly accountable for each article issued to him during the year. If any article is not on hand when the inventory is taken, it must either be paid for or its expenditure fully covered by explicit official statement from the teacher.

Shortly after the close of the school year and after his annual inventory has been submitted, the division superintendent files with the Director

his requisition for the additional supplies needed for the coming year. This requisition is checked against his annual inventory and is approved when the sum of the requisition and the inventory equals the number of pupils it is estimated his division will have during the new school year. This estimate is based upon the number of pupils in each grade for the past year, plus the normal ratio of annual increase as determined by the increase in previous years and any extraordinary expansion of the work which is planned by reason of the opening of new schools. Upon the basis of these yearly requisitions from the division superintendents and the known percentage of loss through wear and tear, the Director is able to determine the number of books and the amount of other school supplies that should be purchased annually to adequately meet the needs of the schools.

The average annual cost per pupil in each grade for books and supplies furnished by the Government is as follows:

Grade I .....	₱0.3424
Grade II .....	.9557
Grade III .....	1.6578
Grade IV .....	1.8229
Grade V .....	2.1100
Grade VI .....	2.7040
First year secondary .....	3.1143
Second year secondary .....	3.0808
Third year secondary .....	3.4424
Fourth year secondary .....	3.2950

The average cost per pupil is, in the—

Primary course .....	₱1.17
Intermediate course .....	2.38
Secondary course .....	3.39

And the average cost per pupil in school is ₱1.22. This represents a total annual expenditure for expendable books and supplies of about ₱320,000.

#### INSTRUCTION GIVEN DURING THE YEAR.

The total enrollment in the public schools exclusive of the Moro Province for the past year was 479,978. The average total enrollment by months was 346,245, of whom 214,960 (62 per cent) were boys and 131,285 (38 per cent) girls. The average number belonging was 316,477 and the average attendance 269,006 pupils, making the average percentage of attendance 85. The highest percentage of attendance, 94, was secured by Manila, Union, Tarlac, and Zambales. The lowest percentages of attendance, 78 and 79, were found in the Provinces of Antique and Rizal, respectively, the general average being, as stated above, 85.

The total number of public primary schools in operation during the

school year 1906-7 was 3,435, an increase of 327 over the number conducted during the previous year. To this number should be added 55 primary schools in the Moro Province, making a grand total of 3,490. The average total enrollment by months in the primary schools was 332,634. This number is 32,703 less than the total number reported for March of the preceding year. It should be noted, however, that this report for March of the preceding year is for a single month and that one of the best of the year, and does not represent the yearly average. If the average had been shown it would doubtless have been approximately the same as that for the current year, there having been no notable change in the number of primary pupils during the school year 1906-7. It may be remarked here that further increase in numbers is impossible under present conditions, owing to the facts that municipalities are not able with their present limited school funds to employ a larger number of teachers and that the teachers in these grades have already as large a number of pupils as they can successfully manage.

The number of schools giving intermediate instruction during the past year was 162, an increase of 70 over the number reported for the school year 1905-6. The average total enrollment by months in the intermediate schools was 12,687, an increase of 3,567 pupils over the number enrolled in the intermediate schools in March of the preceding school year. Of those enrolled 9,716 (76.5 per cent) were boys, and 2,971 (23.5 per cent) were girls. The percentage of attendance in these schools throughout the year was 94.

Secondary instruction was given during the past year in 35 provincial schools, an increase of 18 over the number giving instruction of this grade in the preceding year. The average total enrollment by months in secondary classes was 924, an increase of 616 over the preceding year. Of these 739 (80 per cent) were boys and 185 (20 per cent) girls. A comparison of these various percentages reveals the fact that the girls drop out of school earlier than the boys. The girls are, however, quite as strong as the boys in their class work throughout the primary, intermediate, and secondary courses.

#### INDUSTRIAL INSTRUCTION.

Special industrial instruction was given during the year in the following subjects: Hat, mat, and basket making; cloth weaving, including the making of blankets, towels, and "gee-strings;" tailoring; the making of native silk fans, screens, portières, picture frames, and toys; carpentry work, including furniture, chair, and cabinet making, bamboo and bejuco work, and wood carving; rope, twine, and fish-net making; agriculture and gardening; brick, cement working, and pottery making; blacksmithing, iron working; domestic science, including sewing, cooking, and general housekeeping and nursing.

## TEACHING FORCE.

The appropriation bill for the fiscal year 1907 (Act No. 1527) authorized 820 positions for American teachers but did not provide sufficient funds for this number. The average number employed during the school year was 727. They were assigned as follows: three hundred as supervising teachers, 70 as teachers in secondary schools (exclusive of the Insular schools), 293 in the intermediate schools, 29 in primary schools, and 35 in the Philippine Normal School and the Philippine School of Arts and Trades. Of the 746 American teachers in the Bureau on March 31, 522 were men and 224 women. Of these, 16 men and 50 women were temporary teachers.

The total number of Insular Filipino teachers authorized by the appropriation bill was 394, while the maximum number employed was 485. This excess over the number allowed was made possible by "splitting" a certain number of the higher-paid positions and employing temporary Filipino Insular teachers in lieu thereof. One hundred and sixty-one of the teachers were employed on temporary appointment. The average number of Insular Filipino teachers employed during the year was 332. They were assigned to various duties as follows: thirty-four to secondary schools as special instructors, generally of Spanish; 64 to intermediate schools, and 234 to primary schools as principals or classroom instructors.

Of the 5,656 municipal teachers employed during the year, 3,948 were men and 1,708 women; 2,025 had received certificates of graduation or diplomas from the schools of the Islands. Classified by attainments, about 80 per cent of these teachers are to be found in the intermediate grades; nearly 20 per cent are still in the primary grades; of these, however, approximately 80 per cent are in the last year of the primary course. Classified by ability, but 10 per cent are qualified to give instruction in the intermediate grades; of these 86 per cent are qualified to give instruction in the first year of the intermediate course, 11 per cent in the second year of the intermediate course, and but 3 per cent in the last year of the course. Rated as to their executive ability, 4,619 are available for classroom instruction only, 941 for principalships of primary schools, and 96 for assignment as assistant supervisors. The average salary paid by municipalities to their teachers during the year was ₱17.53, while that paid by the Bureau to Insular teachers was ₱46.10. The average age of the municipal teacher was 20.6 years and his average service in the public schools was 1.8 years.

The total number of Filipino teachers in the Bureau, including both Insular and municipal, was 6,141, an increase of 1,422 over the number employed during the preceding year. The total number of teachers in the Bureau at the close of the school year, including American, Filipino Insular, and municipal teachers, both permanent and temporary, was

6,887, of whom 4,888 were men and 1,999 women. Adding to this total the 625 student teachers who served during the year gives a grand total of 7,512 instructors exclusive of the Moro Province.

#### CONTINUITY OF SERVICE IN THE TEACHING FORCE.

The records of the Bureau for the past year show that there came into the Bureau by reinstatement 11 teachers, by transfer 13, by probational appointment 70, by temporary and emergency appointment 290, a total of 384; while the total number of separations from the Bureau during the year by reason of resignations, transfers from the Bureau, and temporary and emergency employees dropped amounted to 469. This represents a net loss to the Bureau for the year of 179 or 17 per cent of the entire permanent force. Should this ratio remain constant the entire teaching force of the Bureau would change every six years. This percentage of loss is based upon the entire Insular force, including American and Filipino teachers. The percentage would be still higher if based upon American teachers only. The significance of this fact appears when we bear in mind that it is the old and experienced teachers who have completed their contract period that we are losing. It usually takes the new teacher at least one year to become fully acquainted with the conditions and problems he must meet in his school work. The expense to the Government of the transportation of new teachers to the Islands, and of the salary paid to those who fail (although few in number) for such period as they remain in the service, emphasizes the fact that this loss of experienced and successful teachers is not only exceedingly prejudicial to the effectiveness of the educational work but is also exceedingly costly to the Government.

#### HEALTH OF THE TEACHING FORCE.

The statistics for the past year show an average of but six days' illness for each American teacher in the service. The general health of the force is excellent. So far as we have been able to determine teachers enjoy on the average as good health here as in the States, and our experience shows more conclusively every year that the teacher who takes reasonable care of himself has no cause to dread the effects of this climate.

#### GENERAL STATISTICS.

A study of the statistical tables given in the appendix to this report reveals the extent to which the education of the children of school age is made possible by the present school facilities provided by the Government. Estimating the number of children of school age as one-fifth of the entire population and allowing for an annual increase in population of 1.1 per cent, the present school population is estimated to be 1,508,011, while the total number enrolled in the schools during the year was but



479,978 (31 per cent of the whole). The number of children who remained in school throughout the year with sufficient constancy to be counted as permanent members of the school was but 346,245, a number much smaller than the entire enrollment and constituting but 23 per cent of the total number of children of school age. We may fairly consider that the schools are effectively reaching this number of pupils.

The average enrollment and attendance per teacher in the primary, intermediate, and secondary courses as given in Table IV show that further increase of pupils in the primary grades without a corresponding increase of teachers is impossible; that an increase of 25 per cent in pupils without any increase in the number of teachers is possible in the intermediate course; and that the number of pupils in the secondary classes may be increased 200 per cent without the necessity of any increase in the teaching force.

The marked decrease in the number of pupils in school in the months of November and December, as shown on Table V, is due to the fact that in a large number of divisions during these months the primary schools were closed on account of the normal institutes for Filipino teachers.

An examination of the number of pupils enrolled in each grade as given in the table for the month of October shows that up to the present the average pupil remains in school but one and one-half years. On the basis of the present percentage of children cared for annually, the Bureau in this period of a year and a half gives instruction to 34.5 per cent of the total number of children of school age. This percentage is susceptible of increase by lengthening the average school life of the child; but this would involve an increase in the number of primary schools and teachers. This, as already explained, is impossible with the present limited municipal school funds, which are now taxed to the utmost for the maintenance of the primary schools already established. Provincial school facilities are more than adequate to meet the needs of the present number of secondary pupils, and the number of intermediate pupils could be considerably increased without the necessity of further expenditure for salaries. The establishment of more primary schools would probably necessitate some increase in the number of supervising teachers, as in many cases the districts are now too large and the work so great as to tax to the utmost the strength of the supervisor. No increase, however, would be necessary in the superintending force of the Bureau. It is evident, therefore, that a large increase in the number of primary schools and in the number of pupils in the intermediate and secondary schools is possible at a minimum per capita cost.

#### COURSE OF STUDY.

For the past three years the Director of Education has been gathering data upon the industrial needs in all parts of the Islands and has enlisted the coöperation of the teachers in a systematic study of local conditions with a view to determining the lines upon which industrial work in the

schools could be most effectively organized and be most directly beneficial to the people. Many teachers throughout the Archipelago have been gathering data as to the local industries of the people, the materials used by them, how they are obtained, how prepared, and how used. They have studied existing markets with a view to determining whether the local industry could with profit to the people be further developed and have rendered reports to the central office giving the results of this study and recommending the industrial lines upon which the energy of the schools in their districts could best be expended.

These investigations during the past year reached the point where the results from them could be used with considerable confidence and were incorporated into a revised course of study which adds one year in time to the former primary course and outlines the industrial work proper to the primary grades, indicating in considerable detail the various lines upon which the pupils in these grades should be trained. The amount of attention given daily to industrial work increases from forty minutes in the first and second grades to sixty minutes in the third grade and to one hundred minutes in the fourth. This course is outlined primarily to meet the needs of the great mass of children in the barrio schools whose school life will end with their graduation therefrom, and its aim is to prepare the pupil to become an intelligent, self-supporting citizen, with sufficient academic knowledge and training to enable him to efficiently transact his own business. It should make him conversant with the general rights and privileges of a citizen and with the corresponding duties which citizenship involves. The completion of this course should fix in him the habit of work and cause him to realize that manual labor is eminently respectable and honorable. He should acquire a fair knowledge of some handicraft and know the general laws of hygiene and of the sanitation of the home and village. The emphasis of this course is frankly upon the commercial and industrial side, without detracting from the value to be placed upon English, arithmetic, geography, and other academic subjects.

Special investigations were made during the year with a view to amplifying and defining in greater detail the present scope and character of the industrial training offered in the intermediate and secondary schools. At the close of the school year a special convention of industrial teachers was called for the purpose of studying the data at hand and preparing a report thereon to the Director.

Their report embraces the following subjects in addition to primary industrial work: Agriculture, school gardens, iron working, wood working, bamboo and bejuco working, mechanical drawing, ceramics, cloth and mat weaving, and domestic science, and furnishes a basis for further amplification of the intermediate and secondary courses of study as soon as certain additional details are secured and the necessary buildings, equipment and teachers are available.

## RECOMMENDED LEGISLATION.

In his annual report for the previous year the Director called attention to the inadequacy of the present school funds. Notwithstanding the fact that from year to year the needs are constantly increasing, making necessary the organization of additional classes, the employment of more teachers, and the acquirement of better and larger facilities, there has been no corresponding increase in the amount of school funds available to meet these needs. On the contrary, there has been a marked decrease in regular municipal school funds during the past year by reason of the suspension of the land tax (Act No. 1579) and the provision in lieu thereof for reimbursement to municipalities of but 50 per cent of the funds lost by reason of this suspension. In a number of cases municipalities have in whole or in part made good this loss to the school funds by appropriations from the general municipal funds. This, however, has been in every case at the sacrifice of much-needed public improvements. In a far larger number of cases the decrease in the current income for schools has been made up by drawing on the small surplus remaining in the school funds from previous years which was being reserved for expenditure in the construction of greatly needed school buildings as soon as the surplus should become sufficient for this purpose. In a considerable number of municipalities this surplus has been entirely wiped out during the past year in the payment of the current school expenses incurred by schools already established. An examination of the statistical tables appended to this report will show that already there are in the primary schools a maximum number of pupils per teacher. Were it possible to reduce the present number of pupils per teacher in the primary grades to forty, the efficiency of the work done in these grades would be greatly increased. This, however, is absolutely impossible with the limited funds now at our disposal without doing serious injury to those children now in school who by such reduction would be necessarily excluded, as we are unable to employ the additional teachers that would be needed were such reduction made. The average number of pupils per teacher in the intermediate grades, however, could be increased 25 per cent without any increase in cost other than for the purchase of the books needed for the additional pupils. No increase in local expense would be involved therein. The present number of pupils per teacher in the secondary grades could be practically trebled without making necessary any increase in the teaching force. These conditions in the higher grades will gradually right themselves as the number of pupils going on to advance work increases from year to year. This comparison serves to bring out the fact that the financial stress is felt now most keenly in our municipal schools, and that further extension there will not be possible until the municipal school funds are increased.

The expenditure of more funds upon the primary work does not mean a corresponding increase of expenditure immediately in the higher schools, owing to the fact that there is considerable room for expansion in the schools already established. But little increase will be needed in the supervisory force, as the majority of the new primary schools established will be within districts already provided with supervisors. It will mean no increase in the general superintending force of the Bureau and can therefore be accomplished at a minimum expense per pupil. Additional legislation which shall make adequate and permanent provision for the support and maintenance of municipal schools is therefore recommended. The provision made by Acts Nos. 82 and 1189 is insufficient to meet the present needs of the public primary schools. Since the passage of these acts the total ordinary expenditures for primary schools have been greatly augmented by the increase in the number of schools, teachers, and pupils. The present law, it is estimated, will provide approximately ₱733,000 per year for these schools, which amount represents a cost of 10½ centavos, Philippine currency, per capita, 61 centavos per child of school age, and ₱1.83 per pupil actually enrolled in the public schools. This fund must bear the burden of extraordinary expenditures for schoolhouse construction, furnishing, equipment, etc., in addition to the ordinary running expenses of the schools, or, in default of this, such construction must depend upon appropriations from the general municipal funds or upon voluntary contributions made by the people. As already stated, the general municipal funds are in no condition to meet such extraordinary expenses, and dependence upon so indefinite a factor as voluntary contributions is, and must always be, highly unsatisfactory.

Furthermore, sufficient funds must be made available to enable municipalities to pay a higher average salary to deserving teachers. The Bureau is already experiencing considerable difficulty in retaining the services of its best-qualified Filipino teachers. The 6,000 Filipino teachers employed by the Bureau of Education have to-day an average of about four years' training for their work. A large number of them have had five and six years training and a few seven years of preparation. The efficiency of these teachers has greatly increased during the past three years, but their average salary has increased very little, if at all. They are to-day receiving an average wage of but ₱17.53 per month, an amount no greater than that paid the humblest clerk or "escribiente." These teachers are being sought by other Bureaus of the Government and by business houses, and are leaving us by transfer or resignation, frequently with the statement that the opportunities for promotion and advancement in other Bureaus and in business houses are much greater than in the teaching service of the Bureau of Education.

As the work in the primary and industrial schools advances, the need for better-trained teachers becomes constantly more urgent. We can ill afford to lose a single teacher from among those standing at or near the head of the entire corps in ability and efficiency. If we are to retain our best teachers, if we are to make the work of a teacher in the Bureau of Education a career to which every bright, enthusiastic, and intelligent young Filipino may look forward with eagerness and ambition, we must make ample provision for adequately remunerating him for the service he renders. Unless we are able to keep these teachers in the Bureau and have them available for service as instructors in the intermediate schools, where we believe they should be employed as soon as possible, we shall be obliged to continue American teachers in charge of such instruction at great cost to the Bureau. During the past year 322 American teachers were employed as instructors in classes of primary and intermediate grades. Were we able to substitute, for these Americans, Filipino teachers capable of giving instruction satisfactorily in these grades, we could make an annual saving in the present cost of elementary instruction of at least ₱386,400. (Estimated on the basis of a saving of ₱1,200 for every American teacher now employed in elementary classroom work.) The present conditions which make impossible the retention of many of the brightest Filipino teachers in the Bureau are in their ultimate effects very costly to the Government.

A higher average salary must be paid to the teaching corps because of the increased demands now made upon our primary teachers by the requirement that they shall all give certain industrial instruction in addition to their regular academic work. This makes necessary larger preparation on their part. A considerable number of the best Filipino teachers, those of largest training and experience, have with the approval of their division superintendents resigned their positions as teachers and entered the provincial trade schools as special normal classes to receive a year's instruction in the industrial work of the primary grades. The young men are taking courses in woodworking, bamboo and bejuco weaving, chair making, etc., special attention being given throughout the year to their peculiar needs as prospective teachers of this industrial work. The young women are taking work in domestic science, including general housekeeping, cooking, sewing, and special instruction in sanitation of the home. These young people forfeit an entire year's salary and incur considerable additional expense in order to better fit themselves for the special work they are to take up upon their return to their respective towns. Upon the completion of this special course of study they will be reappointed to the service and must be given better salaries than they received formerly, otherwise the incentive for special training will in large part be lost. These teachers will be much more valuable to the Bureau and more helpful to their people by reason of this special

normal course, and proper recognition thereof must be given in the salaries at which they are reappointed, yet there is no money available for an increase in salaries unless it be saved by abolishing certain other teachers' positions and reducing the present scope of school work in the barrios.

Further demands upon the local school funds will be made because of the general introduction of industrial work in municipal schools. The necessary equipment and materials for this work must be purchased, yet there is probably not a town in the Philippine Islands that will be able to provide this equipment and the necessary materials from the present school funds. Where they are provided under present conditions the provision must be made in almost if not every case at the expense of the general funds of the municipality.

Ultimately intermediate schools also must be supported and maintained by the municipalities. The instruction given in them is essentially primary instruction and every municipality in the Islands will soon demand an intermediate school. Every municipality within a very few years should have in its "centro" or "población" an intermediate school as well as a primary school and in its barrios primary schools which should be tributary to this central intermediate school.

These needs are pressing upon us more and more every day. The Bureau is constantly petitioned for additional teachers, both American and Filipino Insular, to carry on the work already begun. These requests we have not been able to meet even to the extent of supplying the most urgent needs. The present conditions, under which greatly needed schoolhouses can not be built because of lack of funds, under which our best municipal teachers are being sought by other Bureaus and by business houses and are themselves in some cases seeking employment elsewhere because of inadequate remuneration in the Bureau of Education, and under which the municipalities are unable to pay from the present school funds adequate salaries to teachers who have made special preparation for industrial and regular work, are very unsatisfactory.

As possible ways of meeting this need for a larger municipal school fund, the following are suggested:

- (1) That the cedula tax be doubled, one-half of the additional peso to go to the municipalities for the support of municipal schools in addition to the money derived from the tax of one-fourth of 1 per cent of the assessed valuation of real property, and from 5 per cent of the internal-revenue tax as provided by Acts Nos. 82 and 1189; the remaining one-half of the additional peso to go to the provinces to be set apart as a special provincial school fund. This method of providing additional support for public education is considered the most equitable, for it falls equally upon all classes, and all have an equally direct and personal interest in the schools. Under the present system of securing funds for educational purposes the poor man does not pay one cent directly

for the education of his children other than the small amount which he may pay as internal-revenue tax on his cigarettes and the few other taxable things purchased by him, only 5 per cent of which goes to the support of schools. Thus he pays under the present system but an infinitesimal part of the cost of educating his children. The poor man has shown already in countless instances that he does not hesitate to contribute voluntarily a media peso or a peso for the support of the schools. Thousands have contributed this amount every year. It is believed that there would be but little or no opposition on the part of the people to an increase in the cedula tax for this special purpose, it being clearly understood by them that the amount derived from this increase was to be expended exclusively in behalf of education.

(2) That instead of refunding to the municipality but 15 per cent of the internal-revenue tax as at present, 30 per cent be refunded by the Insular Government, and that two-thirds of this amount be set aside for the support of primary schools. This sum, in addition to the tax of one-fourth of 1 per cent of the assessed valuation of real property, would be sufficient to construct suitable school buildings and properly support and maintain municipal schools, giving in them the amount and kind of instruction prescribed by the Director of Education.

(3) That the entire land tax authorized to be collected by the municipalities—to wit, one-half of 1 per cent of the assessed valuation of real property—be set aside for the support of primary schools instead of one-fourth of 1 per cent as at present and that the internal revenue set aside for the support of primary schools be increased to 10 per cent instead of 5 per cent as at present authorized.

If the provision suggested under the first plan is made (and the result will be approximately the same if either of the other plans is adopted) the total municipal cost per capita will be increased to about ₱0.22, the cost per child of school age will be ₱1.28, and the cost per pupil actually enrolled in the schools will be ₱3.84 per year. If we include in our estimate of the cost of free public schools on the above basis the Insular expenditures, the cost per capita will be about ₱0.65; per child of school age it will be ₱3.78; and per pupil actually in school ₱11.34.

The average costs for elementary instruction in seventy-eight foreign countries, in which are included all the great countries of the world except China, for which no data are available, is ₱2.74 per capita and ₱19.34 per pupil enrolled in their schools. In only seven countries is the cost per capita less than will be the per capita cost for education in the Philippine Islands if the provision suggested be made. These countries are Bengal, ₱0.02; Burmah, ₱0.02; Madras, ₱0.04; Bolivia, ₱0.10; Bombay, ₱0.12, and Honduras and Peru, each ₱0.16.

It is further recommended that provisions be made by legislation for a regular provincial school fund. The only law bearing specifically upon

the support of provincial schools is Act No. 372, section 1 (b), which reads as follows:

(n) To provide, if deemed expedient by the provincial board, by construction or purchase, or renting, such school building or buildings in the province as in the opinion of the board may be necessary to be used for the free secondary instruction of pupils resident in the province, such secondary instruction being understood to include, in addition to academic and commercial subjects, manual training, instruction in agriculture, and normal-school instruction, and to provide for the payment of all expenses of maintaining such public school or schools of secondary instruction as may be established in the province, and the schools in their establishment and conduct shall be subject to the general supervision of the division superintendents and the General Superintendent of Public Instruction in accordance with the provisions of Act Numbered Seventy-four: *Provided, That temporarily and until such time as the Commission shall decide that the condition of the finances of the province will justify for the future the payment of the salaries of teachers and the expense of supplies and equipment for secondary schools from the provincial treasury, such salaries and expense may be borne by the Insular Government.*

This law, it will be noted, creates no special provincial school fund. The lack of such a fund has been and still is unsatisfactory. The provisions of the law cited and those of other acts of the Commission indicate that it is the policy of the Government to shift the responsibility for the maintenance of local institutions, as rapidly as local finances warrant, to the provinces and municipalities concerned. The very pressing need in all parts of the Archipelago for public improvements, especially for better means of communication, is so great as to make it frequently an open question whether a province should devote any part of its available funds to other purposes. Under such conditions it is inevitable that the needs of the provincial school should be frequently unprovided for and that the possibility of constructing needed buildings for schools of arts and trades, for agricultural work, for domestic science, etc., and for adding to their present equipment should be greatly lessened, and the acquiring of an adequate plant be unduly postponed. The present uncertainty as to the amount of provincial support for provincial schools makes it impossible to map out for them a definite program for each school year, or to lay adequate foundations for future work within well-defined limits. Definite and adequate provision should now be made for the development and maintenance of the several departments of our provincial schools, including, under the term maintenance, current as well as permanent equipment, the furnishing of material for industrial departments, such as buying the necessary lumber, the purchase of necessary work animals for the agricultural school and farm, the buying of agricultural implements and all accessories to such work, etc.

As possible ways of providing a provincial school fund, the following are suggested:

(1) That the cedula tax be doubled (as suggested under the recommendation that provision be made for an increase in municipal school



funds) and that one-half of the additional peso accrue to the province as a provincial school fund.

(2) That a refund of 15 per cent of the internal-revenue tax be made to the province and that one-half of this amount be set aside as a provincial school fund. The total provincial school fund for the Archipelago that would be realized under each of these plans would be approximately as follows:

Under the first plan .....	₱800,000
Under the second plan .....	530,000

The adoption of either of these plans will make it possible for the provinces to splendidly equip their schools along industrial lines and enable the Bureau to place even greater emphasis on this phase of educational work.

#### AMERICAN CIRCULATING LIBRARY.

During the past fiscal year the American library was open to the public 300 days from 8 a. m. until 10 p. m. Its average circulation of books per day was 68; the total circulation during the year was 20,415. One hundred and twenty-eight yearly membership cards were taken out, 2,486 monthly membership cards, 2,300 extra cards and 32 duplicates, a total of 4,946.

The total receipts of the library from subscriptions, fines, lost books, and extra book cards was ₱2,588.68. One thousand two hundred and sixteen volumes were purchased for the library during the year, and 455 volumes were received as gifts.

There are on the shelves of the library 14,571 volumes, and in the storeroom approximately 11,000. The library receives by each mail 25 copies each of several United States papers given by people interested in the library. These papers are mailed by the librarian to military posts and to various hospitals in the Islands. Twelve traveling libraries have been sent out to the provinces during the year, made up of duplicate copies of the volumes on the shelves. These libraries contain about 450 volumes each.

The accession register of the library now contains 14,534 volumes; a classified shelf list of 6,102 volumes has been completed. Title cards for 4,582 books of fiction have been prepared and are available for the use of the public. Six thousand one hundred volumes, of which 281 are Spanish and foreign books, have been catalogued, classified, and book numbered, and 4,136 complete catalogue cards have been finished and placed at the disposition of the public. The work of the library is so arranged as to permit the cataloguer to devote her whole time to the completion of the permanent catalogue, which it is hoped may be completed by the first of the next calendar year.

## SPECIAL RECOMMENDATION.

During the past year advanced pupils in the primary schools and adults in parents' meetings have been given instruction by the Bureau of Education in the Bureau of Health circulars upon tuberculosis, cholera, and smallpox, in the Bureau of Agriculture circulars on the crop-report service, and on the Homestead Act, and pupils of intermediate grade have been taught the provisions of the municipal and provincial codes. The results of the instruction given, especially in the Homestead Act, have been very gratifying. In many cases there have been applications for homesteads directly traceable to this instruction. This is especially true in the Provinces of Ambos Camarines, Samar, Zambales, Nueva Ecija, and Mindoro. This method of imparting to the people information concerning the laws is without doubt one of the most effective that can be devised.

This instruction could well be greatly extended and it is recommended that all laws affecting the mass of the people be printed in sufficient numbers to make possible the placing of one copy of each in the hands of the teachers. If this is done the Director will provide for the study and discussion of these laws in teachers' classes under the direction of American supervisors and for the giving of regular instruction to the people by properly qualified Filipino teachers.

Respectfully submitted.

GILBERT N. BRINK,  
*Acting Director of Education.*

The SECRETARY OF PUBLIC INSTRUCTION, *Manila.*



## APPENDIX.

TABLE I.—*Showing, by divisions and for the Islands, the school population, number of schools, average school population per school, etc.*

Division.	School population.	Number of schools.*	Average school population per school.	Enrollment, 1906-7.	Per cent of school population enrolled.
Manila .....	45,437	36	1,262	13,950	30
Albay .....	49,661	85	584	10,842	21
Ambos Camarines .....	49,461	87	569	10,474	21
Antique .....	27,719	67	414	9,740	35
Bataan .....	9,666	22	439	2,430	25
Batangas .....	58,244	123	483	12,865	24
Bohol .....	55,621	160	341	21,226	38
Bulacan .....	46,225	116	398	15,683	34
Cagayan .....	32,279	91	355	10,303	32
Capiz .....	47,667	201	237	17,340	36
Cavite .....	27,847	63	442	10,556	38
Cebu .....	135,060	158	855	27,869	41
Ilocos Norte .....	36,980	129	287	14,900	20
Ilocos Sur .....	49,433	186	266	15,763	32
Iloilo .....	84,771	154	550	30,218	36
La Laguna .....	30,702	92	334	10,056	33
La Union .....	28,478	54	527	10,628	37
Leyte .....	80,351	188	582	21,461	27
Sorsogon .....	33,918	77	441	9,540	28
Samar .....	55,005	123	447	18,736	34
Misamis .....	36,296	66	550	8,507	23
Nueva Ecija .....	27,714	95	292	14,766	53
Nueva Vizcaya .....	12,921	20	646	2,271	18
Occidental Negros .....	63,659	184	347	25,680	40
Oriental Negros .....	41,629	81	514	13,116	31
Pampanga .....	46,228	152	304	16,250	37
Pangasinan .....	91,235	337	271	39,646	43
Rizal .....	31,181	76	410	8,495	27
Romblon .....	10,918	35	331	4,192	38
Surigao .....	23,782	84	282	8,674	36
Tarlac .....	27,913	71	393	10,581	38
Tayabas .....	42,299	80	529	16,239	38
Zambales .....	21,600	32	675	4,425	20
Isabela .....	15,791	51	310	5,243	33
Mindoro .....	8,178	55	149	3,453	42
Benguet .....	4,699	4	1,175	1,563	12
Bontoc .....	15,080	27	557	1,973	13
Palawan .....	7,893	11	672	1,776	10
Normal and trade .....		2		1,028	
Philippine Islands .....	1,508,011	*3,623	416	479,978	32

\* "Number of schools" is not an annual average, but is taken for a normal school month—February.

b Maximum monthly enrollment.

TABLE II.—Showing, by grades, years, and courses, the number of pupils enrolled during the month of October, 1906—a normal school month.

Division.	Primary grades.				Intermediate.				Secondary.				Grand total.
	I.	II.	III.	Total.	IV.	V.	VI.	Total.	First year.	Second year.	Third year.	Total.	
Manila	3,401	2,142	1,388	6,931	553	326	214	1,093	90	22	21	133	8,157
Albay	4,059	1,806	965	6,780	164	31	21	216	20	0	0	20	6,966
Ambos Camarines	4,177	1,820	904	6,901	224	47	18	289	8	0	0	8	7,198
Antique	5,276	1,062	341	7,679	43	25	16	84	11	0	0	11	7,774
Bataan	1,494	553	224	2,271	46	18	8	72	0	0	0	0	2,343
Batangas	2,627	1,215	775	4,617	319	140	50	509	19	17	0	36	5,162
Bohol	15,498	3,025	757	19,260	83	23	15	121	10	0	0	10	19,391
Bulacan	5,550	3,884	1,395	10,829	323	159	57	539	28	10	0	38	11,406
Cagayan	6,322	1,993	822	9,137	259	71	45	375	0	15	0	15	9,427
Capiz	7,922	2,685	761	11,368	60	35	25	120	11	0	0	11	11,499
Cavite	4,428	1,723	680	6,831	148	108	36	292	27	19	8	54	7,177
Cebu	17,075	4,726	1,415	23,216	274	77	42	393	21	0	0	21	23,630
Ilocos Norte	10,802	2,713	1,059	14,574	150	68	36	254	14	0	0	14	14,842
Ilocos Sur	9,530	4,134	1,492	15,156	338	183	90	561	34	12	0	46	15,763
Iloilo	11,436	3,802	2,520	17,758	634	354	99	1,087	15	8	0	23	18,868
La Laguna	4,321	1,987	1,081	7,389	300	59	57	416	19	0	0	19	7,824
La Union	5,823	1,509	810	8,142	181	88	21	290	19	0	0	19	8,451
Leyte	11,759	3,704	1,162	16,625	144	70	38	252	12	13	0	25	16,902
Sorsogon	5,482	1,741	857	8,080	160	47	36	243	0	0	0	0	8,323
Samar	9,169	3,054	1,311	13,532	249	19	31	299	14	0	0	14	13,845
Misamis	3,633	1,314	385	5,332	60	14	10	84	0	0	0	0	5,416
Nueva Ecija	7,402	3,526	1,199	12,127	218	152	61	431	13	11	0	24	12,582
Nueva Vizcaya	1,050	671	180	1,901	18	22	18	58	7	0	0	7	1,966
Occidental Negros	13,933	3,694	1,234	18,861	147	110	38	295	15	4	7	26	19,182
Oriental Negros	8,521	1,610	419	10,550	43	24	16	83	5	0	0	5	10,638
Pampanga	8,313	2,957	1,090	12,360	300	156	44	500	19	0	0	19	12,879
Pangasinan	21,293	4,312	1,527	27,132	358	113	20	491	15	0	0	15	27,638
Rizal	4,425	1,970	974	7,369	151	62	49	262	11	0	0	11	7,642
Romblon	2,184	998	195	3,377	36	39	17	92	12	0	0	12	3,481
Surigao	4,966	1,476	457	6,899	69	15	18	102	4	0	0	4	7,005
Tarlac	6,004	1,835	803	8,642	276	90	51	417	16	0	0	16	9,075
Tayabas	8,722	2,867	1,407	12,996	224	125	102	451	24	11	0	35	13,482
Zambales	1,800	1,081	454	3,335	65	67	27	159	4	0	0	4	3,498
Isabela	1,931	918	453	3,302	37	27	14	78	6	0	0	6	3,386
Mindoro	637	251	180	1,068	25	4	3	32	0	0	0	0	1,100
Benguet	107	65	36	208	0	0	0	0	0	0	0	0	208
Bontoc	1,286	261	99	1,646	21	0	0	21	0	0	0	0	1,667
Palawan	547	112	22	681	22	0	0	22	3	0	0	3	706
Normal School	111	55	48	214	118	50	64	238	138	47	0	185	631
Trade School	0	0	0	0	89	48	22	159	26	0	0	26	185
Philippine Islands	244,016	79,249	31,761	355,026	6,929	3,016	1,529	11,474	690	189	36	915	367,415

TABLE III.—Showing, by sexes, the average monthly enrollment for the year for different classes of schools.

Division.	Primary.			Intermediate.			Secondary.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Manila	4,490	2,350	6,840	915	319	1,234	105	26	131
Albay	4,048	2,029	6,077	200	62	262	16	4	20
Ambos Camarines	4,068	2,083	6,151	226	82	308	7	4	11
Antique	3,964	3,225	7,189	94	25	119	11	—	11
Bataan	1,549	628	2,177	47	13	60	—	—	—
Batangas	5,370	2,427	7,797	427	182	559	28	5	33
Bohol	8,998	3,401	12,399	98	34	127	10	—	10
Bulacan	6,336	3,592	9,928	460	106	565	29	9	38
Cagayan	5,719	3,165	8,884	317	77	394	15	—	15
Capiz	7,476	4,744	12,220	138	49	187	6	5	11
Cavite	8,252	4,450	12,702	200	98	298	42	10	52
Cebu	12,987	8,449	21,436	304	115	419	13	7	20
Ilocos Norte	7,243	4,759	12,002	280	44	324	12	2	14
Ilocos Sur	8,285	5,268	13,553	437	167	604	35	20	55
Iloilo	10,114	7,108	17,222	915	254	1,169	34	5	39
La Laguna	4,115	2,775	6,890	313	128	441	13	4	17
La Union	4,355	2,562	6,917	256	56	312	17	2	19
Leyte	9,453	5,763	15,216	192	67	259	18	7	25
Sorsogon	4,613	2,521	7,134	199	46	245	—	—	—
Samar	7,334	4,741	12,075	242	100	342	13	2	15
Misamis	2,758	2,171	4,924	67	41	108	—	—	—
Nueva Ecija	6,074	3,964	10,038	383	77	460	20	2	22
Nueva Vizcaya	1,157	753	1,910	53	11	64	7	—	7
Occidental Negros	10,161	7,647	17,808	231	114	345	17	8	25
Oriental Negros	5,026	4,254	9,280	44	64	108	1	4	5
Pampanga	7,369	3,989	11,358	429	143	572	15	3	18

TABLE III.—*Showing, by sexes, the average monthly enrollment—Continued.*

Division.	Primary.			Intermediate.			Secondary.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Pangasinan	15,471	10,768	26,239	418	107	525	14	1	15
Rizal	4,206	2,335	6,540	245	82	327	10	1	11
Romblon	2,074	1,867	3,441	76	12	88	9	8	12
Surigao	3,625	2,477	8,872	85	20	105	4	1	5
Tarlac	4,624	8,005	7,629	408	64	467	14	2	16
Tayabas	7,589	4,503	12,042	384	167	551	30	7	37
Zambales	2,079	996	3,075	194	18	212	6	—	6
Isabela	2,380	1,064	3,444	71	8	79	4	—	4
Mindoro	1,457	904	2,361	24	6	30	—	—	—
Benguet	225	38	263	—	—	—	—	—	—
Bontoc	1,167	322	1,489	7	1	8	—	—	—
Palawan	472	199	671	21	1	22	2	—	2
Normal and Trade	110	75	185	326	62	388	162	41	208
Philippine Islands	204,505	128,129	332,634	9,716	2,971	12,687	789	185	924

TABLE IV.—*Showing, by divisions and for the Islands, the average daily enrollment per teacher, average daily attendance per teacher, and percentage of attendance per teacher for the different classes of schools.*

Division.	Primary grades.			Intermediate grades.			Secondary years.		
	Average daily enrollment per teacher.	Average daily attendance per teacher.	Percentage of attendance.	Average daily enrollment per teacher.	Average daily attendance per teacher.	Percentage of attendance.	Average daily enrollment per teacher.	Average daily attendance per teacher.	Percentage of attendance.
Manila	30.30	28.47	94	26.04	25.06	96	15.65	15.09	96
Albay	40.22	36.27	90	47.65	44.70	94	19.90	19.50	98
Ambos Camarines	41.39	34.23	83	81.61	80.32	98	15.66	15.66	100
Antique	75.62	58.95	78	37.36	35.72	96	11	11	100
Bataan	60.18	47.84	79	14.66	14.08	96	—	—	—
Batangas	50.95	44.77	88	30.82	28.51	93	31.90	29.80	93
Bohol	67.90	54.58	80	23.11	22.30	96	10.10	10.10	100
Bulacan	58.86	43.90	82	40.50	38.23	94	18.90	18.35	97
Cagayan	56.98	47.94	86	36.42	34.30	94	15	14.31	96
Capiz	69.39	56.10	82	24.85	23.40	94	10.13	9.50	94
Cavite	51.52	43.42	84	26.59	24.88	93	18.43	17.61	96
Cebu	64.56	51.66	80	27.78	26.09	94	17.90	17.30	97
Ilocos Norte	58.58	44.32	83	29.70	26.48	89	14.40	12.80	89
Ilocos Sur	54.98	45.68	83	43.74	41.65	95	11.86	11.43	96
Iloilo	47.52	37.99	80	37.91	35.40	93	17.71	17	96
La Laguna	42.88	36.68	85	42.68	40.01	94	18.50	17.90	97
La Union	67.29	62.37	92	45.33	43.24	95	18.50	18.40	99
Leyte	70.76	59.96	85	43.86	42.43	97	25.20	25.20	100
Sorsogon	55.01	46.16	84	23.08	21.64	94	—	—	—
Samar	76.08	66.44	87	57.96	54.46	94	13.90	13.80	99
Misamis	50.24	40.15	80	10.82	8.94	83	—	—	—
Nueva Ecija	66.04	55.14	83	85.26	83.56	95	19.09	18.27	96
Nueva Vizcaya	43.43	38.01	88	25.33	23.79	94	11.83	11.67	99
Occidental Negros	71.46	58	81	52.13	29.96	93	14.76	14.53	98
Oriental Negros	74.80	59.62	80	20.33	18.67	92	4.90	4.80	98
Pampanga	50.20	43.89	87	29.96	28.63	95	18.13	17.50	97
Pangasinan	55.62	49.67	89	39.21	38.04	97	15	13.88	93
Rizal	45.11	35.48	79	19.59	18.10	92	15.86	15	95
Romblon	72.87	59.98	82	25.06	23.57	94	11.60	11.40	98
Surigao	52.10	43.58	84	16.63	15.53	93	5.20	5.20	100
Tarlac	57.83	54.07	93	36.35	35.46	96	16	16	100
Tayabas	74.24	64.10	86	44.02	42.03	95	35.70	35.10	98
Zambales	48.52	45.26	93	37.02	36.57	98	7	7	100
Isabela	48.24	39.47	82	30.38	29.38	97	6.14	6.14	100
Mindoro	46.27	41.97	91	26.10	24.70	95	—	—	—
Benguet	34.38	28.46	83	—	—	—	—	—	—
Bontoc	41.89	37.34	89	10.33	9.50	92	—	—	—
Palawan	57.51	49.10	86	20.80	19.50	94	3	3	100
Philippine Islands	56.62	47.72	84	31.90	30.50	94	14.09	13.64	97

NOTE.—The same data as above for special schools (Normal School and Arts and Trades, Manila) which are not included in Island totals, are as follows: Average daily enrollment per teacher, 20.75; average daily attendance per teacher, 20.09; Percentage of attendance per teacher, 97.

TABLE V.—*Showing, by divisions and for the Islands, the average monthly attendance during the school year 1906-7.*

Division.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Manila	6,885	7,620	7,584	7,454	7,451	7,799	7,840	7,705	7,669	7,583
Albay	3,690	4,928	4,987	4,991	4,962	5,110	5,278	4,960	5,041	4,279
Ambos Camarines	3,909	5,580	5,852	5,466	5,568	760	717	4,485	5,809	5,874
Antique					4,782	3,258	289	5,026	5,961	6,899
Bataan					1,633	1,632	170	1,308	1,441	1,299
Batangas	5,542	7,066	7,557	7,087	8,839	6,570	7,632	7,078	7,661	7,807
Bohol	2,067	12,764	14,386	14,608	14,988	18,980	18,867	18,995	14,818	18,927
Bulacan	7,362	8,262	8,667	8,885	8,900	8,965	617	6,784	7,302	7,288
Cagayan	480	474	6,960	7,684	7,683	7,597	7,780	7,500	7,567	7,620
Capiz	4,568	6,678	8,372	9,012	8,638	651	626	8,900	12,115	12,438
Cavite	3,984	5,513	5,846	5,748	5,183	6,300	5,858	3,061	6,140	6,407
Cebu	325	10,334	15,437	16,194	17,128	17,085	17,611	16,715	16,578	17,756
Ilocos Norte	521	5,397	9,054	10,954	12,285	11,676	9,965	7,312	9,119	9,509
Ilocos Sur	957	931	9,943	12,208	12,975	10,451	7,658	9,877	11,854	11,721
Iloilo	16,019	19,138	21,564	20,946	12,759	11,085	886	11,945	15,411	15,586
La Laguna	470	5,998	6,739	6,584	6,095	6,261	6,282	5,549	5,796	5,673
La Union	641	3,584	6,268	7,123	7,581	7,309	7,340	7,202	7,434	7,383
Leyte	9,304	11,905	12,150	18,086	12,754	276	267	10,066	12,609	12,869
Sorsogon	3,866	5,470	6,118	6,156	6,400	6,218	6,136	5,416	5,425	260
Samar	5,542	7,886	9,124	9,890	11,264	12,021	677	12,814	12,622	13,630
Misamis	2,121	2,963	8,005	3,664	3,680	461	399	2,978	4,049	3,945
Nueva Ecija	7,466	9,010	8,490	9,075	9,423	8,371	627	5,147	6,399	6,051
Nueva Vizcaya	1,846	1,823	1,771	69	1,643	1,706	1,695	1,152	1,505	1,718
Occidental Negros	12,482	14,228	15,193	14,608	13,516	11,604	343	11,860	13,618	13,216
Oriental Negros	283	263	6,589	7,144	7,786	7,923	7,791	7,877	7,808	7,301
Pampanga	9,462	11,566	12,029	12,258	10,358	10,244	856	8,156	9,319	8,913
Pangasinan	14,396	19,292	20,618	22,127	22,869	2,985	2,750	17,129	24,998	25,520
Rizal	4,696	5,435	5,464	5,639	5,708	5,606	4,170	4,787	4,792	463
Romblon	2,214	2,296	2,438	2,778	2,509	2,414	91	2,568	3,164	3,313
Surigao	257	2,840	4,631	5,547	5,285	4,825	4,469	4,700	4,700	5,158
Tarlac	486	5,667	7,090	8,078	8,294	7,887	584	5,439	7,129	7,167
Tayabas	8,464	11,639	10,896	12,068	11,848	10,514	1,376	9,944	10,802	11,095
Zambales			2,775	3,187	3,145	2,970	2,625	2,436	2,686	2,702
Isabela	2,374	2,948	3,051	2,572	2,285	390	482	2,468	2,769	2,692
Mindoro	1,591	2,201	2,129	1,977	807	183	1,012	1,948	2,199	2,079
Benguet		126	172	156	173	225	272	257	274	306
Bontoc	88	817	1,108	1,367	1,396	1,270	1,151	1,181	1,181	1,249
Palawan	476	582	624	590	487	526	476	440	617	629
Normal School	578	623	610	571	564	559	547	527	527	508
Trade School	167	206	196	187	168	171	169	154	147	145
Philippine Islands	145,614	224,077	275,917	287,098	284,379	227,414	140,121	247,019	286,540	279,977

\* Included in Iloilo for the months of June to September.

\* Included in Pampanga for the months of June to September.

NOTE.—The low average attendance for some of the months shown above is explained by the fact that normal institutes were in session.

TABLE VI.—*Showing, by divisions and for the Islands, the average number of pupils attending the different courses, the aggregate attendance, and percentage of attendance.*

Division.	Primary.	Intermediate.	Secondary.	Grand total.	Percentage of attendance.
Manila	6,261	1,145	122	7,548	94
Albay	4,516	241	20	4,777	90
Ambos Camarines	4,089	285	9	4,333	83
Antique	4,789	112	11	4,912	78
Bataan	1,411	53		1,464	80
Batangas	6,290	499	30	6,819	88
Bohol	14,181	118	10	14,309	80
Bulacan	7,453	501	37	7,991	82
Cagayan	7,195	353	14	7,562	86
Capiz	8,682	157	9	8,848	82
Cavite	5,076	268	50	5,394	84
Cebu	15,700	380	39	16,119	80
Ilocos Norte	9,130	302	14	9,446	83
Ilocos Sur	10,244	554	42	10,840	84
Iloilo	12,617	1,085	36	13,688	84
La Laguna	5,638	408	18	6,064	86
La Union	6,424	290	18	6,732	94
Leyte	11,565	246	25	11,836	85
Sorsogon	5,473	216		5,689	84
Samar	10,172	305	14	10,491	87

TABLE VI.—Showing, the average number of pupils, attendance, etc.—Continued.

Division.	Primary.	Inter-mediate.	Second-ary.	Grand total.	Percent-age of attend-ance.
Misamis.....	3,317	72	-----	3,389	80
Nueva Ecija.....	7,308	406	20	7,729	85
Nueva Vizcaya.....	1,592	57	7	1,656	88
Occidental Negros.....	12,985	308	25	13,316	82
Oriental Negros.....	7,380	80	5	7,465	80
Pampanga.....	8,904	526	18	9,448	88
Pangasinan.....	20,370	550	14	20,934	89
Rizal.....	4,837	286	11	5,134	79
Romblon.....	2,546	82	11	2,640	83
Surigao.....	4,585	95	5	4,685	85
Tarlac.....	6,623	455	16	7,094	94
Tayabas.....	10,202	513	35	10,750	89
Zambales.....	2,636	180	7	2,823	94
Isabela.....	2,566	76	6	2,648	82
Mindoro.....	1,744	38	-----	1,777	91
Benguet.....	215	-----	-----	215	88
Bontoc.....	1,182	10	-----	1,192	89
Palawan.....	516	20	3	539	86
Normal.....	179	199	166	544	96
Trade.....	-----	140	26	166	91
Philippine Islands.....	256,558	11,555	893	269,006	85

NOTE.—In the above table averages for primary schools have, in many instances, been taken for eight or nine months.

TABLE VII.—Showing the average number of teachers in the different courses during the school year 1906-7.

Division.	Americans.				Insular.			Municipal.		Aspi-rantes, pri-mary.
	Super-visor-ing.	Sec-ond-ary.	Inter-mediate.	Pri-mary.	Sec-ond-ary.	Inter-mediate.	Pri-mary.	Inter-mediate.	Pri-mary.	
Manila.....	8.2	8.1	35.8	6	-----	2	-----	8	214.6	-----
Albay.....	9	5.8	4.2	-----	3.8	1.2	1.8	-----	122.7	15.6
Ambos Camarines.....	10.6	-----	8.8	-----	2.7	.4	9.1	-----	206.3	1.9
Antique.....	4.5	1	1.5	-----	1.5	1	1	-----	81	1.3
Bataan.....	2.5	-----	3.6	-----	.8	-----	1	-----	29	.5
Batangas.....	6	1	18	1.3	3	4.1	1.9	-----	187.3	1.8
Bohol.....	15	1	4.4	.4	.8	.9	11.4	-----	226.4	-----
Bulacan.....	8	2	11	-----	1.3	2.1	9.5	-----	143.3	4.9
Cagayan.....	6.2	5	6.2	-----	-----	4.1	5.2	-----	114.7	88
Capiz.....	12.2	1.8	6.7	.9	-----	-----	8.7	-----	141	70.5
Cavite.....	5.8	2.8	7	-----	-----	3.8	8.9	-----	106	4.9
Cebu.....	16	2.3	14.4	2.5	-----	.1	27.5	-----	273	1.7
Ilocos Norte.....	4.4	1	8.4	.7	-----	1.7	11.6	-----	193.9	-----
Ilocos Sur.....	9.3	3.3	12.2	1.3	.8	5.8	7.2	4.3	231	*82
Iloilo.....	14.3	2.6	12.4	1	2.5	4.8	7	2	221	71
La Laguna.....	8.3	1	8.5	.4	-----	1.7	3.9	-----	150.2	1.9
La Union.....	7	1	9	-----	-----	-----	7.7	-----	108	29.9
Leyte.....	15.8	4.9	4.8	-----	1	1	2.8	-----	188.8	26.8
Sorsogon.....	7.8	-----	10	-----	-----	-----	7.5	-----	110	18.6
Samar.....	14.7	4.5	5.3	.8	1.2	3	6.9	-----	146.4	78.4
Misamis.....	6.3	-----	8.6	-----	2.6	.3	4	-----	81.5	51
Nueva Ecija.....	5.4	1	8.7	.5	-----	.9	3.4	.1	118.8	4.2
Nueva Vizcaya.....	2.1	.6	1.6	.1	-----	.8	4.1	-----	82.6	.2
Occidental Negros.....	15	1.7	7.2	1	-----	3	11.8	-----	223	15.9
Oriental Negros.....	6.6	.8	6.3	1.1	.8	-----	3.4	-----	116	22.1
Pampanga.....	8.3	1	16	-----	.6	2.5	9	.1	200.9	-----
Pangasinan.....	17.6	3.6	10.5	.1	6.4	.6	8.6	1.3	425	6.6
Rizal.....	5.5	.7	14	-----	.9	1.8	6.2	-----	180	3.6
Romblon.....	3.9	1	3.1	-----	.8	.4	2	-----	40	8.7
Surigao.....	10.7	2.1	8.2	-----	-----	1.8	7.4	-----	93.7	6.3
Tarlac.....	5.6	1	10.6	-----	.1	1.6	8	.3	90.7	3
Tayabas.....	12.6	6.4	6.4	-----	-----	4	6	1.8	133.5	28.6
Zambales.....	6	-----	4	-----	-----	1	4	-----	52	11
Isabela.....	4	.6	2.6	.8	-----	2.7	4	-----	61.5	7.7
Mindoro.....	3.5	-----	1.2	.8	.8	4.8	6.3	-----	44.8	-----
Benguet.....	1.4	-----	.2	3.3	-----	-----	2.3	-----	1.2	.2
Bontoc.....	1.1	.4	1.8	.7	-----	-----	2.8	-----	23	.7
Palawan.....	1.9	.9	1	2.9	-----	-----	.7	-----	5.3	.7
General average.....	300	70	293	29	34	64	234	18	5,005	82.5

\* Special.

Average for Normal School and Trade School, 35.4.



TABLE VIII.—*Showing number, class, and sex of teachers in the service on March 31, 1907.*

Class.	Male.	Female.	Total.
American	506	174	680
American temporaries	16	50	66
Insular	287	37	324
Insular temporaries	131	30	161
Municipal	3,948	1,708	5,656
Total	4,888	1,999	6,887

NOTE.—During the school year there were also on duty in the primary schools an average of 625 student teachers.

TABLE IX.—*Showing, by divisions and for the Islands, the sex, salary, age, etc., of Filipino (municipal) teachers.*

Division.	Male.	Female.	Total.	Salary.	Age.	Years American school.	Years Spanish school.	Certificate or diploma.
Manila	98	76	169	768.28	24.8	3.6	1.40	134
Albay	86	62	138	26.23	20	2.3	.30	131
Ambos Camarines	69	48	117	23.08	21.5	2	.10	
Antique	62	13	75	13.87	21.4	1.7	.10	75
Bataan	22	8	30	21.56	22.6	2.4	.40	
Batangas	108	46	154	20.55	21.5	2.2	.10	52
Bohol	211	120	331	5.65	18.7	1.6	.60	147
Bulacan	95	65	160	25.50	23	2.6	.70	23
Cagayan	114	50	164	15.19	20.9	1.9	.20	8
Capiz	115	27	142	16.06	20.3	1.7	.20	80
Cavite	104	36	140	22.12	21.6	2	.30	70
Cebu	204	107	311	13.28	21	1.7	.20	114
Ilocos Norte	166	48	214	11.73	21.7	1.9	.40	15
Ilocos Sur	186	86	271	14.76	22.3	2.2	.40	184
Iloilo	284	108	392	18.48	20.7	1.4	.10	100
La Laguna	99	64	163	20.79	21.4	2.3	.20	
La Union	88	30	118	12.95	18.5	1.6	.10	187
Leyte	142	61	203	15.80	15.5	1.7	.07	
Sorsogon	92	40	132	21.65	20.1	2.1	.20	
Samar	118	42	160	14.33	17.9	.7		
Misamis	56	29	85	14.41	19.4	1	.10	47
Nueva Ecija	121	19	140	15.50	20.2	1.3		44
Nueva Viscaya	30	11	41	14.63	23.3	2.5		32
Occidental Negros	188	58	246	17.00	19.4	2.1	.30	213
Oriental Negros	82	37	119	12.09	19.6	1.5	.40	33
Pampanga	154	61	215	22.65	21.9	1	.02	4
Pangasinan	343	129	472	12.89	19.6	1.7		5
Rizal	82	60	142	25.35	21.4	2.6	.20	148
Romblon	24	15	39	10.39	20.5	2.3		3
Surigao	85	28	108	12.60	19.2	1.5		45
Tarlac	117	12	129	20.41	19.6	1.4		129
Tayabas	105	71	176	24.47	20	1.8	.30	116
Zambales	42	13	55	10.91	21	2.8		
Isabela	46	13	59	16.80	21.9	2	.15	55
Mindoro	40	23	63	19.17	20.6	1.6	.20	63
Benguet								
Bontoc	22	8	30	16.80	22.2	2	.30	17
Palawan	3	5	8	14.25	21	2.2		
Philippine Islands	3,948	1,708	5,656	17.53	20.6	1.8	.22	2,025

Division.	Attainment.						
	I.	II.	III.	IV.	V.	VI.	VII.
Manila		48	62	30	19	9	1
Albay			8	99	22	5	4
Ambos Camarines			8	38	32	35	4
Antique			52	20	3		
Bataan				20	9	1	
Batangas		7	17	36	48	44	2
Bohol		11	115	172	23	4	6
Bulacan				37	65	58	
Cagayan			57	44	37	26	
Capiz	3	38	56	31	12	2	

TABLE IX.—Showing the sex, salary, age, etc.—Continued.

Division.	Attainment.						
	I.	II.	III.	IV.	V.	VI.	VII.
Cavite		1	14	58	33	34	
Cebu			178	95	16	12	
Ilocos Norte			39	96	40	30	7
Ilocos Sur		55	19	120	26	82	17
Iloilo			27	103	89	88	30
La Laguna			29	91	24	19	
La Union		1	79	23	9	5	1
Leyte			54	109	17	32	1
Sorsogon			35	60	20	17	
Samar		2	40	62	37	19	
Misamis		1	29	81	16	8	
Nueva Ecija			4	51	42	42	1
Nueva Vizcaya	8	2	15	11	5		
Occidental Negros			15	126	48	57	
Oriental Negros		2	28	45	21	23	
Pampanga				62	96	26	17
Pangasinan			82	170	162	56	
Rizal			3	13	33	68	25
Romblon		2	12	3	9	8	
Surigao		22	45	15	16	12	
Tarlac				63	33	33	
Tayabas	7	2	29	63	44	26	3
Zambales		3	11	21	17	8	
Isabela		1	4	26	17	11	
Mindoro				30	12	21	
Benguet							
Bontoc	1	6	11	8			
Palawan			4	3	1		
Philippine Islands	18	205	1,179	2,092	1,161	882	119

Division.	Ability.						Executive ability.		
	1.	2.	3.	4.	5.	6.	A.	B.	C.
Manila	19	61	60	19	10		156	11	2
Albay	7	25	67	27	11	1	109	20	9
Ambo Camarines	1	52	40	24			71	43	3
Antique	52	19	4				75		
Bataan	19	9	2				21	9	
Batangas	11	52	38	24	21	8	140	9	5
Bohol	153	167	20	1			815	15	1
Bulacan		36	83	86			117	35	8
Cagayan	50	58	37	11	8		124	40	
Capiz	12	69	53	4	3	1	91	45	6
Cavite	44	52	36	7	1		120	20	
Cebu	163	126	17	2	2	1	302	5	4
Ilocos Norte	20	117	57	17	3		196	17	1
Ilocos Sur	102	92	56	16	4	1	223	46	2
Iloilo	90	120	92	39	6		265	64	8
La Laguna	8	60	71	14	8	2	96	62	5
La Union	30	57	31				101	17	
Leyte	33	119	47	4			178	23	2
Sorsogon	5	81	33	12	1		87	38	7
Samar	1	82	50	24	3		129	30	1
Misamis	11	45	19	10			19	61	5
Nueva Ecija	27	61	50	2			112	19	9
Nueva Vizcaya	11	20	8	1		1	30	11	
Occidental Negro	11	124	84	20	7		216	27	3
Oriental Negros	13	39	44	23			77	44	1
Pampanga	39	118	50	8			183	30	2
Pangasinan	89	278	81	24			440	25	7
Rizal	28	60	40	12	2		124	18	
Romblon	9	15	9	6			18	20	1
Surigao	3	66	19	7	11	2	60	44	4
Tarlac	15	80	34				90	39	
Tayabas	36	58	52	17	11	2	144	32	
Zambales	18	16	16	4	1		44	11	
Isabela		82	23	4			55	4	
Mindoro	8	34	19	2			56	7	
Benguet									
Bontoc	12	13	4	1			30		
Palawan	4	2	2				8		
Philippine Islands	1,144	2,505	1,443	432	113	19	4,619	941	96

NOTE.—Under "Attainment" the teacher is rated according to the grade in which he is receiving or may have received instruction; under "Ability," according to his capacity to teach a given grade; and under "Executive ability," as follows: A, to organize and supervise a class; B, a town; C, a district.

TABLE X.—*Showing, by courses, the total annual cost of public instruction per pupil enrolled in the public schools.*

	Instruction.	Texts, supplies, etc.	Administration.	Total.
Primary.....	P7.20	P1.17	P1.00	P9.37
Intermediate.....	59.26	2.38	1.00	72.64
Secondary.....	271.88	3.39	1.00	276.22
General average.....	10.16	1.22	1.00	12.38

In calculating the above averages the average monthly enrollment was taken as a basis.

The above table is based upon the total gross expenditures for the Bureau less amounts paid on account of the division of ethnology, the American Circulating Library, Government students in the United States, and provincial construction work.

TABLE XI.—*Showing, by divisions and for the islands, the total municipal receipts during the school year 1906-7.*

Division.	Balance on hand July 1, 1906.	Internal revenue.	One fourth of 1 percent land tax.	Appropriated from general fund.	Loaned from general fund.	Miscellaneous.	Total.
Manila.....		P14,964.04	P56,788.57	P292,000.00			P292,000.00
Albay.....	P29,579.01	13,436.57	19,875.83		P361.58	P128.77	101,821.92
Ambos Camarines.....		18,436.57	19,875.83	1,016.04		16,587.27	50,915.72
Antique.....	4,685.89	6,994.57	2,271.43	455.47	72.79	3,865.89	18,346.54
Bataan.....	5,354.71	2,457.54	6,620.47	2,906.24		286.20	17,627.16
Batangas.....	19,504.62	13,482.86	31,885.28	7,381.53		2,125.35	74,329.14
Bohol.....		14,797.11	9,901.16	5,358.70	66.29	390.88	30,513.64
Bulacan.....	47,877.17	10,147.62	36,888.19	500.00		132.32	94,995.30
Cagayan.....	30,574.96	7,974.17	19,887.67	15,000.00	162.00		73,598.80
Capiz*.....							42,109.85
Cavite.....	20,981.56	4,761.54	11,491.64	792.91		2,384.09	40,411.73
Cebu.....	14,936.73	24,631.56	22,205.75	29,273.24		7,912.51	98,959.79
Ilocos Norte.....	14,658.14	10,025.87	8,973.53	11,930.45		108.40	45,691.39
Ilocos Sur.....	15,213.48	11,836.79	26,628.46	7,837.13		1,214.00	62,829.86
Iloilo.....	13,816.13	20,786.40	29,442.30	14,513.52	2,045.00	892.17	81,495.52
La Laguna.....	54,030.58	8,315.83	16,662.58	215.92		46,537.39	125,762.30
La Union.....	24,642.57	11,149.64	11,306.20			90.18	47,188.59
Leyte.....	14,174.79	20,694.38	21,001.80	7,422.47	500.00	1,178.57	64,972.01
Sorsogon.....	5,335.84	8,015.51	16,944.66	358.00	407.93	16,466.57	47,528.51
Samar.....	14,112.42	18,272.61	3,194.08	2,098.06		11,153.78	48,830.95
Misamis.....	10,685.18	5,634.45	3,698.58	1,668.22	2,300.00	7,282.27	31,268.70
Nueva Ecija.....	22,153.08	7,478.40	1,487.51		16,170.88		47,249.87
Nueva Vizcaya.....		917.20		4,025.73			4,942.93
Occidental Negros.....	30,186.00	16,574.00	32,801.00	6,098.00			85,659.00
Oriental Negros.....		10,629.84	18,877.48			971.17	30,478.49
Pampanga.....	44,386.69	12,521.02	52,265.99	700.00		2,136.01	112,009.71
Pangasinan.....	57,790.63	19,589.32	50,237.94	17,676.50		1,392.00	146,686.39
Rizal.....		6,628.10	32,518.85	3,831.00		24,730.59	67,708.54
Romblon.....		2,719.62	432.95	1,338.60		3,909.72	8,400.89
Surigao*.....							27,139.31
Tarlac.....	8,779.80	7,545.89	1,618.68	9,943.41		12,506.92	40,486.70
Tayabas.....		15,992.65	71,276.85	4,463.39		31,739.50	123,472.39
Zambales.....	2,456.98	3,242.30	3,163.89			5,703.78	14,565.94
Isabela.....		4,831.07	6,001.94			19,528.22	30,361.23
Mindoro.....	2,024.61		37.13	7,343.33		22.67	9,427.74
Benguet.....							
Bontoc*.....							4,263.00
Palawan.....		6,654.05					6,654.05
Philippine Islands.....	507,441.56	340,780.86	626,288.38	456,249.86	22,086.42	221,468.19	2,250,743.60

\* Total not segregated under the different headings.

TABLE XII.—Showing, by divisions and for the Islands, municipal expenditures for school purposes during the school year 1906-7.

Division.	Construction and repairs.	Equipments.	Salaries and wages.	Current expense.	Total.	Balance in treasury July 1, 1907.
Manila	P2,160.41	P4,667.79	P178,662.34	P79,908.61	P265,899.15	P26,605.85
Albay	10,000.00	696.00	34,583.00	4,945.00	50,223.00	51,598.92
Ambos Camarines	8,133.00	571.00	26,526.00	1,012.00	31,242.00	19,673.72
Antique	1,566.76	828.35	10,767.65	251.80	13,414.56	4,931.98
Bataan	2,001.46	---	6,829.65	180.67	9,011.78	8,615.86
Batangas	3,061.94	1,130.97	37,614.46	3,980.27	45,587.64	28,641.50
Bohol	7,142.63	668.70	15,740.85	320.32	23,867.50	6,646.14
Bulacan	1,376.58	---	37,244.92	4,605.97	43,227.47	51,767.88
Cagayan	6,326.91	---	18,478.27	688.43	25,493.61	48,106.19
Capiz	2,860.00	500.00	17,500.00	1,500.00	22,360.00	19,749.85
Cavite	2,498.26	---	22,133.97	2,011.91	26,644.14	13,749.59
Cebu	7,994.64	2,884.16	37,133.35	7,221.09	55,233.24	43,726.55
Ilocos Norte	16,731.00	---	21,600.86	360.00	39,131.86	6,559.58
Ilocos Sur	11,083.86	952.35	38,178.79	911.84	46,131.84	16,698.52
Iloilo	3,281.00	1,740.40	47,416.00	4,408.00	56,845.40	24,650.12
La Laguna	4,022.35	70.05	34,350.17	3,633.91	42,076.48	63,685.82
Leyte	2,016.88	1,482.34	15,316.26	764.66	19,580.14	27,608.45
Marikina	4,616.75	215.35	35,537.48	517.97	40,887.55	24,094.46
Sorsogon	1,138.00	10.00	26,500.00	2,100.00	29,746.00	17,782.51
Samar	2,327.64	1,802.10	15,154.59	852.49	19,866.72	28,964.23
Misamis	589.64	902.91	14,083.61	1,013.73	16,589.89	14,674.81
Nueva Ecija	4,778.41	161.20	19,746.78	823.73	25,506.12	21,784.75
Nueva Vizcaya	4,705.15	---	---	147.60	4,852.75	90.18
Occidental Negros	12,946.00	684.00	33,758.00	1,590.00	48,978.00	36,681.00
Oriental Negros	3,152.00	166.00	17,400.00	1,450.00	22,168.00	8,310.49
Pampanga	7,522.83	---	50,075.31	1,808.76	59,401.40	52,606.81
Pangasinan	3,070.90	---	57,388.35	3,885.00	64,344.25	82,842.14
Rizal	1,296.03	---	33,893.09	4,233.30	39,421.42	28,237.12
Romblon	712.40	---	6,541.05	10.78	7,264.23	1,136.66
Surigao	4,200.00	1,770.00	8,630.00	660.00	15,260.00	11,879.31
Tarlac	3,844.96	---	20,548.02	1,433.96	25,821.94	15,164.76
Tayabas	36,708.85	1,223.77	43,518.92	3,676.94	85,123.48	38,348.91
Zambales	1,772.20	44.80	6,655.22	143.80	8,615.52	5,950.42
Isabela	1,782.66	1,258.81	11,428.85	1,522.57	15,992.89	14,368.34
Mindoro	713.91	9.00	7,758.65	---	8,481.56	946.18
Benguet	---	---	---	---	---	---
Bontoc	382.00	---	3,806.00	75.00	4,263.00	---
Palawan	428.00	---	1,514.91	7.11	1,950.02	4,704.08
Philippine Islands	183,440.91	24,484.06	1,009,010.87	142,816.72	1,350,702.05	891,041.55

TABLE XIII.—Showing, by divisions and for the Islands, the provincial expenditures for school purposes during the school year 1906-7.

Division.	Construction and repairs.	Equipments.	Salaries and wages.	Current expense.	Total.
Manila	---	---	---	---	---
Albay	P1,389.00	P95.00	---	P800.00	P2,284.00
Ambos Camarines	300.00	---	P144.00	1,040.00	1,484.00
Antique	2,796.89	277.41	53.40	159.86	3,227.56
Bataan	36.26	---	24.00	14.26	74.52
Batangas	320.64	220.00	37.54	661.47	1,238.65
Bohol	26,962.20	---	---	13.61	26,965.81
Bulacan	3,550.00	2,040.00	360.00	---	5,950.00
Cagayan	200.00	---	414.00	---	614.00
Capiz	40.00	220.00	---	240.00	500.00
Cavite	---	250.00	180.00	511.43	941.43
Cebu	---	---	468.00	3,263.47	3,731.47
Ilocos Norte	---	---	---	845.00	845.00
Ilocos Sur	17,250.78	447.32	585.00	1,352.31	19,635.41
Iloilo	59,498.95	1,080.58	1,256.35	2,107.10	63,942.98
La Laguna	276.41	---	1,112.17	1,505.08	2,893.61
La Union	32,065.83	---	---	---	32,065.83
Leyte	18.50	624.75	640.00	966.52	2,249.77
Sorsogon	35,100.00	420.00	---	150.00	35,670.00
Samar	150.00	---	144.00	600.00	894.00
Misamis	---	---	---	879.92	879.92
Nueva Ecija	701.86	---	---	170.00	871.86
Nueva Vizcaya	1,863.62	---	50.00	800.00	2,713.62

TABLE XIII.—*Showing the provincial expenditures for school purposes, etc.—Cont'd.*

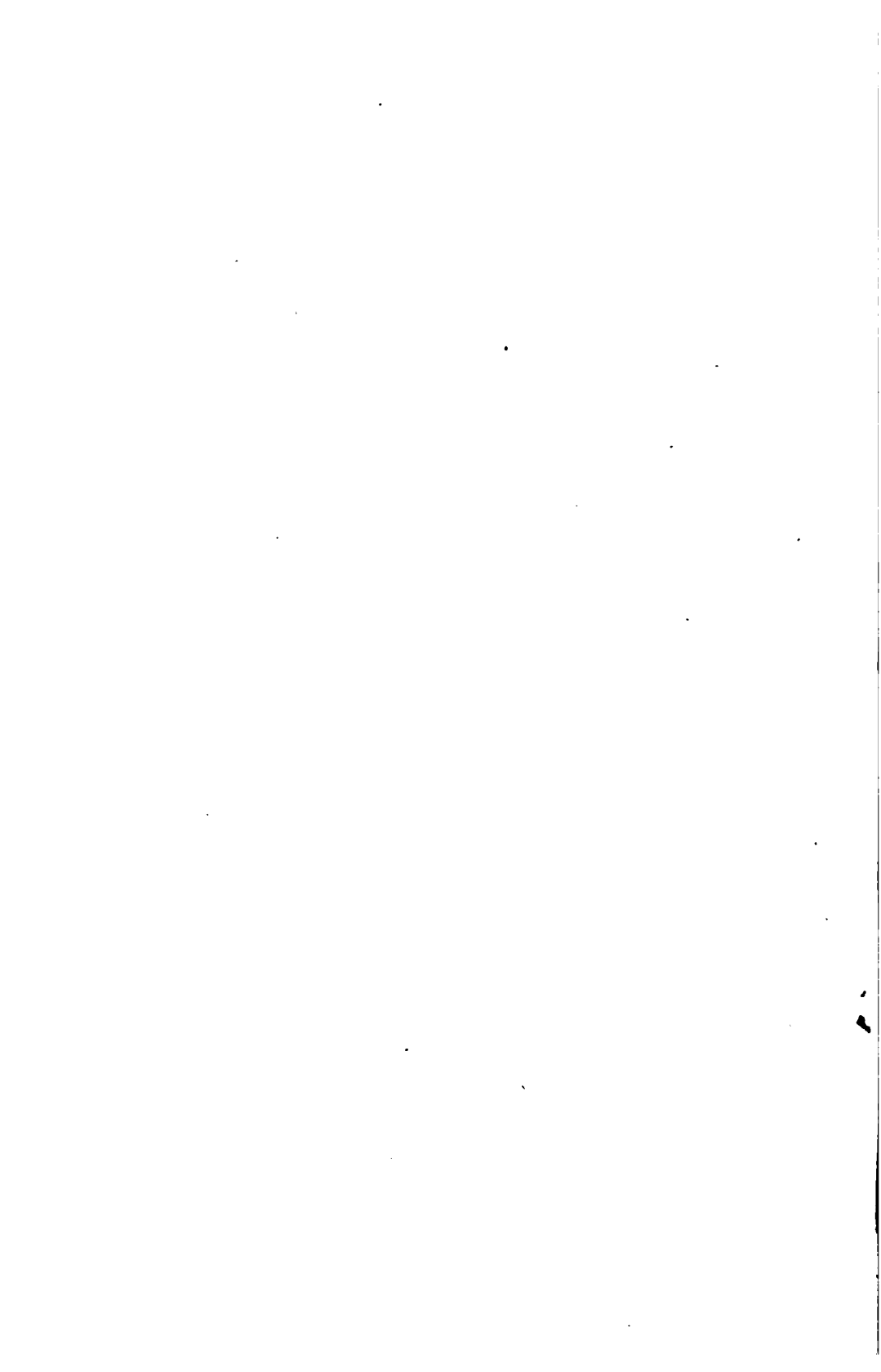
Division.	Construction and repairs.	Equipment.	Salaries and wages.	Current expense.	Total.
Occidental Negros	P18,782.00	P500.00	P900.00	P2,000.00	P22,782.00
Oriental Negros	18,000.00			324.00	18,324.00
Pampanga	1,166.80		29.33	1,480.60	2,626.22
Pangasinan	600.00	20.00	680.00	2,258.00	3,508.00
Rizal	2,605.69		182.00	160.88	2,898.52
Romblon	6,668.89			84.85	6,753.74
Surigao	16,016.00	600.00		520.00	17,196.00
Tarlac	886.77	588.73	95.99	108.32	1,119.81
Tayabas	1,086.00	26.07	380.00	1,285.48	2,728.55
Zambales			60.00	392.00	452.00
Isabela	10,717.99				10,717.99
Mindoro				1,746.50	1,746.50
Benguet			82.00	1,384.00	3,648.00
Bontoc	2,182.00				3,648.00
Palawan	3,485.08				3,485.08
Philippine Islands	264,657.66	7,464.86	7,777.78	27,880.56	307,779.86

TABLE XIV.—*Showing, by divisions and for the Islands, the Insular expenditures for salaries and wages and supplies furnished during the fiscal year 1906-7.*

Division.	American teachers.	Filipino teachers.	American administrative force.	Filipino administrative force.	Supplies furnished.	Total.
Albay	P40,423.34	P4,790.74	P5,560.00		P7,310.28	P58,084.36
Antique	19,398.80	1,292.96			7,125.55	27,817.31
Bataan	16,336.68	768.64	3,110.00	P280.00	3,085.77	23,521.09
Batangas	32,456.84	3,947.38	4,000.00	700.00	9,562.94	50,667.16
Benguet	8,235.00	648.16	3,200.00		2,779.41	14,862.57
Bohol	43,738.38	5,778.30	3,916.66	720.00	5,396.77	58,550.11
Bulacan	47,427.96	9,543.28	3,383.84	1,232.00	11,797.06	73,383.65
Cagayan	43,295.12	4,666.48	3,717.78	1,007.32	8,725.91	61,412.61
Ambos Camarines	27,691.28	6,682.40	3,717.78	400.00	6,906.70	45,398.16
Capiz	91,908.28	5,387.30	3,766.66	700.00	11,510.05	113,342.29
Cavite	112,651.06	8,369.78	3,318.90	1,000.00	9,763.97	135,102.73
Cebu	78,693.84	7,689.80	6,464.54	757.14	13,466.48	107,071.80
Ilocos Norte	24,330.14	6,010.54	3,213.88		13,475.91	47,030.47
Ilocos Sur	67,995.46	11,889.32	4,584.72	747.98	17,584.83	102,702.31
Iloilo	88,060.49	7,701.62	7,538.90	960.00	23,181.66	132,382.66
Isabela	17,573.30	1,177.32	3,166.66	440.00	4,806.81	27,164.09
La Laguna	47,789.82	4,305.64	4,500.00	900.00	9,523.20	67,018.66
Lepanto-Bontoc	12,178.26	645.66		75.00	2,725.08	15,623.95
Leyte	49,773.20	2,969.96	995.54	720.00	11,505.00	65,963.70
Manila*	226,153.11	7,113.90	100,679.74	15,318.14	30,665.85	379,925.74
Mindoro	7,960.12	2,766.82	2,375.98	289.56	5,664.99	19,067.37
Misamis	42,175.76	2,015.72	2,000.00	660.00	4,087.56	50,989.04
Occidental Negros	56,523.84	7,094.42	4,287.40	981.32	15,411.32	84,298.30
Oriental Negros	30,496.91	2,839.98	3,582.62	934.00	8,558.19	46,408.70
Nueva Ecija	35,455.80	4,544.20	6,711.64		17,320.02	64,031.16
Nueva Vizcaya	13,959.72	2,481.88	3,317.76	500.00	5,073.02	25,331.88
Palawan	10,841.02	309.00			6,562.74	17,712.76
Pampanga	68,437.86	4,353.92	4,582.22	1,560.00	19,180.96	98,064.96
Pangasinan	86,495.70	9,867.76	3,749.98	2,759.98	22,528.61	125,402.08
Rizal	46,856.12	6,814.14	3,965.54	1,065.32	9,144.94	67,835.06
Romblon	20,284.14	904.33	1,866.66		2,005.84	24,960.95
Samar	45,143.16	4,009.32	3,533.32	791.66	12,158.22	65,635.68
Sorsogon	47,075.74	4,072.96	2,249.98		11,614.19	65,012.87
Surigao	33,139.36	8,289.64	3,317.76	960.00	4,531.45	45,238.21
Tarlac	17,067.12	2,336.32	1,800.00	579.44	8,271.38	30,044.26
Tayabas	56,949.58	7,318.30	4,455.56		12,945.73	81,569.17
La Union	40,160.30	3,992.50	3,217.76	840.00	4,816.23	53,026.79
Zambales	28,288.16	3,981.62	3,600.00	720.00	4,860.75	41,450.53
Philippine Islands	1,783,401.28	174,210.51	226,889.28	38,663.86	390,430.21	2,613,595.14

\*The amounts expended in Manila include expenditures for all Insular teachers in the city schools, the Philippine Normal School, the Philippine School of Arts and Trades, and the salaries of the city superintendent, the superintendents of the Normal and Trade schools, and the salaries of the general office.





DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION  
MANILA

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UNIVERSITY

EIGHTH ANNUAL REPORT

OF

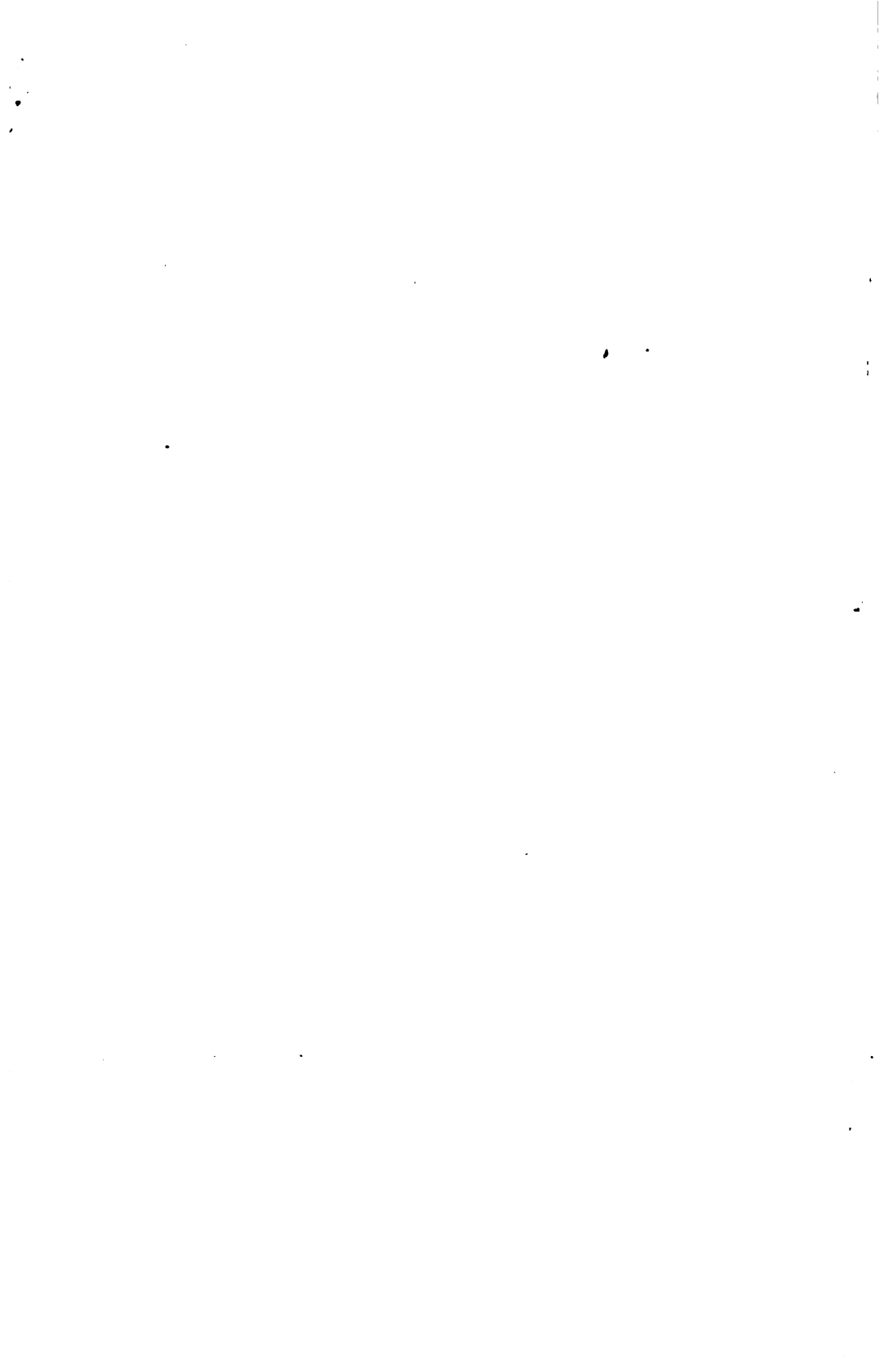
THE DIRECTOR OF EDUCATION

JULY 1, 1907, TO JUNE 30, 1908

MANILA  
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1908

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DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION  
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## EIGHTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

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MANILA, P. I., *August 1, 1908.*

SIR: I have the honor to submit the Eighth Annual Report of the Director of Education. School statistics given in this report cover generally the school year which ended March 28, 1908. The vacation activities are also discussed and in some cases conditions and data for the new school year, which opened June 8, are given. Reports of receipts and expenditures cover the fiscal year July 1, 1907, to June 30, 1908. The fact that the fiscal year of the Insular Government begins July 1 and for the municipal governments begins January 1 necessitates our treating the funds of two different fiscal years for the municipalities.

### CHARACTER AND EXTENT OF SCHOOL ADMINISTRATION.

In this report, while endeavoring to keep within the instructions laid down by Executive Order No. 33, 1906, for the proper rendering of annual reports, the history and condition of public instruction have been more fully discussed than in previous reports. The reasons for this are several. It seems desirable at this time to make a review of the work of the Bureau of Education and, in the light of its history, consider what actual progress has been made. In the second place, the time has come when the policy of the Bureau should be fully set before the public and its legislative representatives. The third reason for a somewhat extended treatment of educational work is the fact that the policy of the Bureau has been a matter for considerable public discussion within the past school year.

The previous reports of the Bureau of Education are cited in the footnote below.<sup>1</sup>

Public instruction in the Philippines is organized under thirty-five school divisions, the department of city schools of Manila, four Insular

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<sup>1</sup> Report of Dr. Fred W. Atkinson, general superintendent of public instruction, to the secretary of the United States Military Governor in the Philippine Islands; published in the Annual Report of Gen. Arthur MacArthur, Military Governor of the Philippines, Manila, 1901, Volume II.

Report of Dr. Fred W. Atkinson, general superintendent of public instruction, to the Hon. Bernard Moses, Secretary of Public Instruction, for the year ending September 1, 1902; Third Annual Report of the Philippine Commission, Part II, Appendix A, pages 903-1004.

Report of Dr. David P. Barrows, general superintendent of education, for the period September 1, 1902, to September 30, 1903, made to Gen. James F. Smith,

schools located in Manila, and the government of the Moro Province. The thirty-five divisions mentioned above differ considerably in geographical conditions and in the character of population; one, the Mountain Division, embraces a large part of the Cordillera of northern Luzon and the inhabitants are almost entirely the Malayan mountaineers, or Igorot. The division of Nueva Vizcaya, which adjoins the Mountain Division, has only six towns inhabited by Christian people, but a much larger area inhabited by pagan peoples, Igorot and Ilongot. Another division, Palawan, which includes the adjacent Kalamianes, Kuyos, Kagayan, and Balabak groups, has a large pagan and Mohammedan population. Mindoro has a sparse Christian population inhabiting towns of the coast, while the largely unknown interior is inhabited by Mangyan, a forest people of low culture. Two other school divisions, Misamis and Surigao, are part Christian and part pagan territory. Elsewhere these school divisions, are coterminous with the provincial governments. They vary greatly in point of size and population. One of the largest in area, Isabela, has a very small population. Tayabas is in part well populated and in part very sparsely inhabited. In central Luzon the divisions, like the provinces themselves, are comparatively small in area but densely inhabited. In the Bisayan Islands several embrace the whole of large islands, like Samar and Leyte. Cebu, while not the largest in area, has the largest population, about 660,000 souls.

The Christian peoples inhabiting these provinces belong to different linguistic stocks—Bisayan, Bikol, Tagalog, Pampanga, Sambal, Pangasinan, Ilokano, Ibanag, and others. While social conditions are generally similar, the characters of these peoples present differences which

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Secretary of Public Instruction; Fourth Annual Report of the Philippine Commission, 1903, Part III, pages 694-923; published separately by the Bureau of Insular Affairs, Washington.

Annual Report of Dr. David P. Barrows, general superintendent of education, to Gen. James F. Smith, Secretary of Public Instruction, for the period of September 15, 1903, to September 15, 1904; Fifth Annual Report of the Philippine Commission, Part III, pages 847-930; published separately, Manila, September, 1904.

Annual Report of Dr. David P. Barrows, general superintendent of education, to Gen. James F. Smith, Secretary of Public Instruction, for the period of September 15, 1904, to September 15, 1905; published in Report of the Philippine Commission for 1905, Part IV.

Annual Report of Dr. David P. Barrows, Director of Education, to the Hon. W. Cameron Forbes, Acting Secretary of Public Instruction, for the period July 1, 1905, to June 30, 1906; published in Report of the Philippine Commission for 1906, Volume III, pages 319-324; published also separately, Manila, Bureau of Printing, 1906.

Annual Report of Mr. Gilbert N. Brink, Acting Director of Education, to the Hon. W. Morgan Shuster, Secretary of Public Instruction, for the year July 1, 1906, to June 30, 1907; published as a separate pamphlet, Manila, Bureau of Printing, 1907, with appendices; published also in Washington, Government Printing Office, 1908.

in some degree affect the popular attitude toward schools and the nature of the measures adopted to make school work successful.

Geographical conditions in the Archipelago make school work difficult of administration. Many islands, towns, and settlements are isolated or difficult of access, in spite of the fact that interisland transportation has much improved within the past few years. The plan is a comprehensive one, however, and the purpose of the Bureau of Education has been to establish public schools of a standard type on every populated island and in every one of the former Spanish pueblos and as rapidly as possible in all the important barrios. This plan has been realized to a large degree. There is no municipality and no former pueblo without its school and if we except certain islands in the Sulu Archipelago inhabited by Moham-medan Malays there are practically no inhabited islands of the Archipelago without schools. Some of our best school work is done on the smaller but well-populated islands like Lubang, the Katanduanes, Romblon, Kuyo, Sikihor, and Kamigin. The northernmost school in the Philippine Islands is located on the Island of Batan, 135 miles north of Luzon and about an equal distance south of Formosa. The most southerly school is at Siasi in the Sulu Archipelago. The distance in latitude between these points is almost exactly 15 degrees, or over 1,000 miles.

The thirty-eight school superintendents who bear the administrative oversight and responsibility for the school work in these numerous islands and islets are all Americans, selected because of their experience, business judgment, executive ability, earnestness, and zeal. Thirty-four of them came to these Islands in 1900 and 1901 and have been in the work since the year when the Bureau of Education was organized. As the basis for the annual report of the Bureau of Education these superintendents render each year on or before the 15th of June, an annual report covering the school work of the year, and on the 15th of July a financial report covering school receipts and expenditures under their control, to the end of the fiscal year on June 30. The reports of this year appear to the Director of Education to be of exceptional interest and value. The statistical matter is systematic and authentic, the comments and criticisms, both upon school work and the general social conditions of the country, are those of men of experience in the Islands, intimate acquaintance with the Filipino population, sympathetic disposition, and good judgment. For these reasons the undersigned has inserted in his report considerable comment taken from the reports of these superintendents.

#### SPECIAL CONDITIONS AFFECTING SCHOOLS.

##### ECONOMIC CONDITIONS.

Schools are generally affected by prevailing economic conditions. The economic distress of the country during recent years, sometimes local and sometimes general, has naturally placed great obstacles in the way of realizing a perfect school organization. At the present time conditions



seem better than for many years. In Batangas, for example, which suffered severely during and after the insurrection, the conditions are reported to be steadily improving. In this province the "aparcerio system" prevails whereby the land is owned in considerable estates and worked on shares by tenantry; but this lower class as well as the owners are reported to be making economic gains. In nearly all the other provinces conditions are becoming more favorable. The "hemp provinces," like Leyte, have been seriously affected by the recent slump in the value of abaká. Camarines has suffered from an agricultural depression due to the loss of the rice crop. The great plain of central Luzon, particularly the Provinces of Bulakan, Pampanga, Nueva Ecija, and Tarlak harvested a very inadequate rice crop this year, which has told considerably upon the ability of the people to support the schools. Yet, on the whole the economic outlook is better.

The movement of the population is a factor to be reckoned with in connection with the conduct of schools. Sometimes this movement is regular and seasonal, like the annual migration of people of Antiki to the sugar fields of Negros. In other cases the migration represents the settling of new country. The movement of Ilokano families into the northern part of Nueva Ecija goes steadily on, new barrios are constantly forming and the demand for additional schools thus increases. Similar migration of Ilokanos is constantly taking place into the provinces of the Kagayan River Valley, and Nueva Vizcaya. In Isabela, since the establishment of pacific conditions, the people of the towns are scattering out from the centers and settling up the rich country distant from the river. In Kagayan, the supervising teacher of Abulug reports that the closing of the nipa stills in that town, due to the internal-revenue tax, occasioned the removal of several thousand people from the nipa regions back into the farming lands of the interior. In Surigao there is a steady immigration from Bohol, Cebu and other crowded Bisayan islands. Each year they come in increasing numbers. In the Agusan Province, where the immigration is greatest, the new arrivals are crowding their way farther up the rich unoccupied valleys of Agusan and Tubay. On the other hand, the population of the Surigao towns is moving away from the centers, where at present it has school facilities, and settling in the interior. On this matter, the division superintendent says: "Another great difficulty that we have in reaching the whole population is the movement of the people to the country and the founding of numerous new barrios of ten to twenty families. Under the Spanish Government the people were compelled to live in towns and were told where to build these towns, but now the towns are practically disappearing. There is not a town in the province that has not decreased in population since the American occupation; some have lost 50 per cent of their people." Much

of this restlessness of the population, while adding to the difficulties of school administration, is to be welcomed as an encouraging sign of progress, due to the return of peaceful conditions and to the general awakening.

#### SOCIAL CONDITIONS.

Social conditions are changing as well. In previous reports the Director of Education has discussed the social order in the Philippines, the relations of the small well-to-do and educated class of people, the "*gente ilustrada*," and the great mass of poor and ignorant, the "*gente baja*." A change in the direction of a more democratic social order is taking place. It is hard to discuss a matter of this kind except in general terms; figures are practically unobtainable, but it appears quite certain that a middle class is growing up and that the opportunities of this middle class have been greatly enlarged since the American occupation. This class includes shopkeepers, traders, small buyers, and merchants of every description, as well as such semiprofessional classes as teachers, clerks, employees of the new transportation systems, etc. Such men have much greater opportunities for gaining enlightenment and a steady competence than the rural toiler, especially if the latter is simply a tenant, owns nothing except his plow and nipa house, and passes his life in the condition of bonded debtor to the landowner. I can not yet say whether or not the class of small farmers or "*peasant proprietors*," is gaining in numbers, well-being, and independence. This class is numerous throughout the Ilokano territory and in some other parts of the Islands, but in other provinces the rice is grown only on great estates, the coconut groves are owned solely by landed proprietors and cared for by tenants, while almost the entire sugar crop is raised on large haciendas by tenantry who have no property and whose economic condition is most unpromising. The hope of the common people lies either in possessing small farms or engaging successfully in lines of trade which will contribute generally to the commercial development of the Islands. These small farmers and these traders, both of them with enough education to keep their own accounts and manage their own affairs, independent of "*cacique*" or middlemen, are two classes which we hope to produce in great numbers through the work of the primary schools.

#### POLITICAL CONDITIONS.

The political campaign of last year preceding the elections to the Assembly and of provincial and municipal officials, had in general unfortunate effects upon school work and school attendance. In many provinces it engrossed the attention of officials whose assistance in the conduct of school work during the first months of the school year was thus lost. In a number of provinces the canvass made by candidates, representing

hopes of early independence, led the people to believe that the American government in the Islands would soon cease, English be no longer spoken, and that there was nothing to be gained by sending their children to the public schools.

#### PUBLIC HEALTH.

The conditions of public health during the last school year were favorable. An epidemic of typhoid fever was reported in one or two towns of Misamis; there was a small amount of smallpox in Tarlak, but in general the health conditions were exceptionally good. The vacation period and the opening of the present school year have seen something approaching an epidemic of cholera in the Provinces of Pangasinan, parts of Tarlak, and Nueva Ecija, but at the present writing this epidemic seems to be under control and likely to be suppressed within a short time. Meanwhile, under advice of the Bureau of Health, schools have been kept open.

#### ATTITUDE OF PUBLIC AND OFFICIALS.

The success of the schools depends in a marked degree upon the attitude of the public and especially the official class. Their successful conduct so far and their wide organization have been possible because the people have been exceedingly desirous of having them. The period of revolution and insurrection, disastrous as it was in many respects, was nevertheless a period of great social awakening; even the lowest classes were so stirred that the desire for instruction became general. There has been no compulsory attendance law in the Philippines and although municipalities, acting under the belief that they had a power conferred upon them in Spanish times, have sometimes compelled attendance by means of local ordinances, in general the schools have succeeded because of popular support. Local opinion needs to be constantly studied, interested, and informed. Division superintendents were directed this year to report with care upon this matter, which they have done. Most provinces report the attitude of officials and people as favorable, helpful, and expressive of confidence in school work. There are, however, exceptions. In at least two provinces public feeling is apathetic, while frequently in a single or certain towns of a province there is an indifference or even a covert opposition. The causes of this apathy or opposition are several and may be summarized as follows: In certain parts great ignorance and inertness characterize the population; there is no progress in any direction; the entire municipal life of the towns is neglected and inefficient and in these places school work suffers with everything else. In a few other towns, and from some individuals, there is an expression of disappointment with the work accomplished by the primary school. This disappointment rests largely upon the fact that the education of children seems to parents disappointingly slow. Under the system of dialect and catechism schools the child is able to acquire what are regarded as the

essential rudiments in the space of about a year. In this time he learns the alphabet, the syllabary, and the catechism. This has been the primary education of many generations and the feeling that a year or parts of two successive years is the right amount of time for a child to continue in school is deeply embedded in the minds of parents, who want the children at home to perform household duties and to assist in the care of animals. The public school system contemplates no decisive result short of the completion of three or four years of continuous instruction. The fact that the majority of children in attendance upon the primary schools leave at the end of one, two, or two and a half years without having obtained the rudiments of education proposed, is detrimental to the reputation of the school and makes the instruction unappreciated.

The desire for dialect instruction has manifested itself particularly in the Tagalog provinces around Manila. It is perhaps strongest in the Provinces of Bulakan and Batangas; it seems to be very little demanded in Cavite. Its leading exponents are several Filipino papers of Manila. This is a matter of such importance that it will be further discussed later on. Here it is mentioned merely as a cause, though not widely spread, of dissatisfaction with the public schools.

Another ground of dissatisfaction is the wretched buildings in which many of the primary schools are housed. It is noticeable that wherever a good building is erected the reputation of the school is established and parents are anxious that their children shall attend. Externals make a great impression and it is almost impossible to maintain the prestige of a school which is conducted in a dilapidated dwelling house entirely unsuited by its construction and condition for school work.

However, taking all things together, it may be said that the attitude of the official class is really more friendly and certainly more helpful than at any previous time; that the attitude of the people is less enthusiastic, but with certain local exceptions hardly less really interested than formerly. The people have, however, become more critical, are disposed to view the work of the schools more intelligently and to demand substantial results. Furthermore, the presence of American government in these Islands has given a tremendous impetus not merely to public education but to private instruction as well. The towns and villages abound in private schools and "colegios," varying in nearly every degree of size and pretentiousness. As a part of the general awakening of the people and as an expression of their eagerness for wider life and opportunity, these schools are a favorable sign. On the other hand, in too many cases they are not what they pretend to be and may be even a positive detriment to the children that attend. Too frequently they are conducted simply as a means of livelihood for some man or woman who is a failure in ordinary lines of industry. These "dame schools" and more ambitious institutions draw many pupils from the public schools.

Altogether I believe that the population of the Islands view the public schools with satisfaction and confidence, and that this is sufficiently expressed by their readiness to sustain them by taxation. The constant growth in number of these schools, and the increasing permanency of attendance are other evidences.

#### ATTITUDE OF AMERICAN COMMUNITY AND PRESS.

It is unfortunate that the attitude of much of the American community and of the American press is outspokenly hostile to public instruction. The cry is the common one, that the public schools interfere with the availability of labor, train boys away from the fields, and expend large sums of money which would better be devoted to industrial and commercial development. The *Manila Times* in recent months has engaged in a vigorous campaign with the professed object of beating down the Insular appropriations for education. It has also represented that the present educational policy neglects the practical training for life or industrial efficiency; that the money devoted to public instruction is in large part wasted; and that a radical change in the amount and character of instruction should be made. I shall have to leave readers of this report to judge for themselves as to the truth or falsity of these criticisms. The proposition can not be maintained that the Bureau of Education has not had constantly before its view large social and industrial aims. It is sufficient to invite attention to previous reports of the Director of Education, where these subjects have been repeatedly considered.<sup>1</sup>

So far as opposition to Philippine education is a reflection of that ungenerous and illiberal opposition to native enlightenment which too often takes possession of Americans domiciled in these Islands, I believe it to be recreant to every principle of our national policy and simple regard for justice. "Justice," in the language of Plato and Ulpian, "is the constant and perpetual purpose of rendering to everyone his own," and the effort to deprive an aspiring and awakened people of general elementary schooling, to keep them ignorant and dependent for the benefit of commercial interests, or to deny them liberty in the choice of their studies and professions, is palpably an attempt to exclude them from that which is rightfully theirs.

On the other hand, the Director of Education does not question the right of the public to hold the public schools up to a rigorous inspection, to criticise their undoubted deficiencies, to demand a showing for every

<sup>1</sup> See "Aims of primary education in the Philippines," in report of general superintendent of education for 1903; the topic "What we hope primary instruction will do for the common people" and succeeding paragraphs in report of the general superintendent of education for 1905; see also an address before the American Academy of Political and Social Science at Philadelphia, April, 1907, "Education and Social Progress in the Philippines," published in *Annals*, Vol. XXX, No. 1. July, 1907.

dollar invested, or to require us to unequivocally face the question of whether progress is being made; whether the schools, and especially the primary schools, are succeeding.

#### WHAT PROGRESS HAS BEEN MADE IN PUBLIC INSTRUCTION?

The Bureau of Education was organized in January, 1901; division superintendents were appointed and the work in most parts of the Islands commenced before the end of the year. Reliable school data hardly exist, however, before 1903, and our review of advance made will be confined to the succeeding years. In 1903 it was estimated that there were in existence about 2,000 public schools; there were estimated to be about 3,000 Filipino teachers, and a school attendance of about 150,000. In 1904 the number of primary schools had increased to 2,233; the number of Filipino teachers to 3,584; the school attendance for the month of March was 227,600. In March, 1905, the primary schools had increased to 2,727; the number of Filipino teachers had risen to 4,036; the number of pupils in primary schools in the month of March, 1905, was 311,843.<sup>1</sup> In 1906, the number of primary schools increased to 3,166; the number of Filipino teachers to 4,719; the school attendance for the month of March was 375,554. In 1907 the number of primary schools increased to 3,435; the number of Filipino teachers to 6,141; the enrollment for the month of March was 335,106. The year just closed has seen the conduct of 3,701 primary schools, with 6,620 Filipino teachers, and enrollment for the month of March of 359,738, or 24,632 more than in March of a year ago.<sup>2</sup> This is the bare record of a constant advance in the number of primary schools established and conducted, of the steady development of a corps of Filipino teachers, more than twice as numerous as five years ago. As for attendance of children in school, if this is made the basis of our judgment, it rose very rapidly until the end of the year 1906, fell off somewhat for 1907, and rose again during the last year. While this falling off of attendance during the last two years is not a favorable sign, and is due in some cases to poor conditions and lack of school revenue, in others to an unfavorable attitude of the people, it may be said that while the numbers are still somewhat less than they were two years ago, the number of children to a teacher is nearly sixty, and the character of instruction has improved by the reduction of numbers. The pupils themselves are considerably further advanced and distributed in larger proportions in higher grades than they were two years ago.

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<sup>1</sup> The total enrollment for the year was 501,000, and the month of November, 1904, saw an enrollment of 345,018.

<sup>2</sup> The above statistics, it should be remembered, do not include intermediate and high schools with their enrollments, nor schools in the Moro Province. For the total instruction given the past year, see p. 165?

## WHAT IS THE FULL PLAN FOR PRIMARY SCHOOLS?

These statistics of growth may now be compared with the figures which represent our goal. The primary course, as is well understood, is short; it embraces only four grades and can be completed by the child of ordinary intelligence, if he attends steadily for four years. The aim before the Bureau of Education has been to establish and maintain enough of these primary schools to reach the entire Christian population of the Islands, numbering over 7,000,000. This has been the plan constantly held before division superintendents and teachers since 1904; it is not an imposing program but it is a practical one, which would have been realized to-day had there been sufficient funds provided by the Government to carry it out. During the last months of the school year just passed, by the direction of this office, the division superintendents made a careful and detailed study of their respective divisions, considering the needs, not merely of every town but of every considerable barrio, and reporting upon the number of schools and the number of teachers that would have to be provided in order to actually afford four years of primary instruction to the entire Christian population between the ages of 9 and 15. There are nearly 13,000 barrios in the Christian provinces and the working out of a comprehensive plan necessitated a great deal of investigation. A report of needs on the above basis was submitted by every superintendent except the city superintendent of Manila. Compilation of these reports shows that we should have in the Christian provinces outside of Manila, 4,943 primary schools taught by 8,840 Filipino teachers, with a school attendance of approximately 469,000 children. Adding what may be supposed to be a comprehensive system of primary schools for Manila, would give us nearly 5,000 primary schools, 8,200 teachers, and 483,000 children in attendance. We are thus seen at the present time to lack something like 1,500 schools and 3,000 teachers to make our system of primary instruction complete. If we had the means to open this number of schools and engage this number of teachers, with some provision for compelling a steady attendance on school of children between the ages of 9 and 15, illiteracy considering the start we have could be practically abolished among the rising generation of the Philippines within the next five or six years.

The fact that this system is not being realized, and under present conditions can not be realized, is not due to the lack of a practical plan, for this was outlined by the Director of Education as long ago as 1904; it is not due to the absence of a system of organization adequate to carry it out, for this exists in the corps of superintendents and supervising teachers whose work covers every part of the Christianized territory; it is not due any longer to a notable lack of Filipino teachers, for these are being rapidly developed by our intermediate and high schools. It fails of realization solely for the reason that the Government has not provided

an adequate system of primary school finance; it is a question of more money and of little else, and the amount of money needed is not an unrealizable and unthinkable sum but an amount which the Government of the Islands is able to furnish and sustain. The results which have been accomplished in the last five years, and which have been briefly summarized, have been accomplished in spite of the most unfortunate conditions of school finance. Not only is the system provided for the support of primary schools inadequate, but it has been seriously interfered with by changes in legislation, and it has now reached the point where it is incapable of sustaining our present schools. We have twice as many teachers now as we had in 1903, not because we have twice as much money but because we are actually paying these teachers a lower average monthly salary than we did five years ago. In 1904, the average monthly salary of a municipal teacher in the schools of the Islands was ₧21.70; for the year just past, in spite of truly notable advance in the standard of teachers' training, it averaged only a trifle over ₧18—a sum wholly insufficient to retain in the service trained teachers or to create a teaching profession.

#### THE PRIMARY COURSE OF STUDY.

The main purpose of the primary school is to give children a knowledge of letters; it is to make the common people literate in the English tongue. To those who advocate "practical instruction," I reply that the most practical thing obtainable for men is a civilized community, and their most desirable acquisition is literacy. In civilized communities an illiterate class suffers a grievous handicap in the social competition. Civilized communities are civilized because they are literate. The achievement of letters marks the transition from barbarism to civilization. It is the great spiritual experience in the life of the individual, the opening of the eyes of the child, the awakening of his mind. However numerous may become the other duties placed upon the schools, the duty of caring for the physical development of the children, the duty of providing their moral training, the duty of contributing to their industrial efficiency—however much these may come to be accepted as necessary functions of the school, the training in letters must always remain its first and fundamental office. Letters and industry may well be the program of the school of to-day, but the training in industrial arts must not be given at the expense of the training in letters.

#### NATIVE HANDICRAFTS TAUGHT IN THE PLAN OF PRIMARY INSTRUCTION.

The primary course covers only four grades, but it provides nearly as much schooling as is obtained by the average person in the United States. In addition to four years' training in reading, language, and writing, three years of arithmetic and a geography primer, the primary course has been changed within the last two years in order to increase the



amount of time given to training in handicrafts. Under the plan of industrial training outlined in 1904, the primary schools have concerned themselves with arts and industries native to the population of the Archipelago. The native arts are full of interest for the educator, the ethnologist, the economist, or the lover of beautiful things. They vary much from province to province and are frequently narrowly localized. The objects sought are to preserve, diffuse, and perhaps perfect the practice of such of these manufactures as particularly commend themselves for their utility or beauty. These handicrafts are, and should remain, household industries in which all members of the family can participate during the spare hours of the day when ordinary occupations can not be followed. Every agricultural family is possessed of considerable intervals between the seasons of planting and harvest, when there is abundant leisure, and this leisure can well be employed in the braiding of hats, the making of mats and bags, or the weaving of fabrics. It is very noticeable that communities now possessing these arts are conspicuous for their industry and well being. Instruction in one or more of these native manufactures is to be given in all primary schools during the first three grades of the course.

#### INDUSTRIAL TRAINING AND THE PROPOSED ELEMENTARY INDUSTRIAL SCHOOL.

The fourth year of the primary school is taking on a somewhat distinct character. All of the instruction given aims to prepare the young men and women for useful life in the rural towns in which they reside. The language and arithmetic work are based upon the industrial activities in which the pupils are engaged, or in which they will be employed after leaving school. A series of industrial leaflets takes up successively the ordinary activities of Filipino communities. In arithmetic the work has to do with buying and selling, with loans, commissions, with Postal Savings Bank accounts, homesteading land, keeping simple books, and a variety of other useful and practical matters which can be better judged by an examination of the primary arithmetic made for use in this grade. Simple physical geography or elementary physics will be taught and variety of natural phenomena closely allied to everyday life will be studied and explained, as well as ordinary mechanical devices and discoveries. The plan also contemplates a semester's instruction in hygiene and sanitation, and of work by the boys in agriculture and special tool work, or keeping things in repair; and by the girls in house-keeping, sewing, and loom weaving. A special type of elementary industrial school is planned. These schools will teach only the one year—Grade IV. They will take boys and girls from the barrio schools of the town where they have had three elementary years of instruction and by one year of special instruction help to make good farmers, tradesmen, or housewives in Filipino rural communities. Before such



HEADQUARTERS OF THE BUREAU OF EDUCATION, IN THE FORMER CASA DE MONEDA (MINT BUILDING).

The office force occupies the right-hand end, with entrance on Recoletos; the public library occupies the left-hand end of the building, with entrance on Calle Cabildo. The warehouses of the Bureau are underneath.



MANILA HIGH SCHOOL, INTRAMUROS.

This building was formerly the "Escuela Municipal para Niñas," and is the only satisfactory public school building in the city of Manila. It was erected by the Spanish Government about 1894.





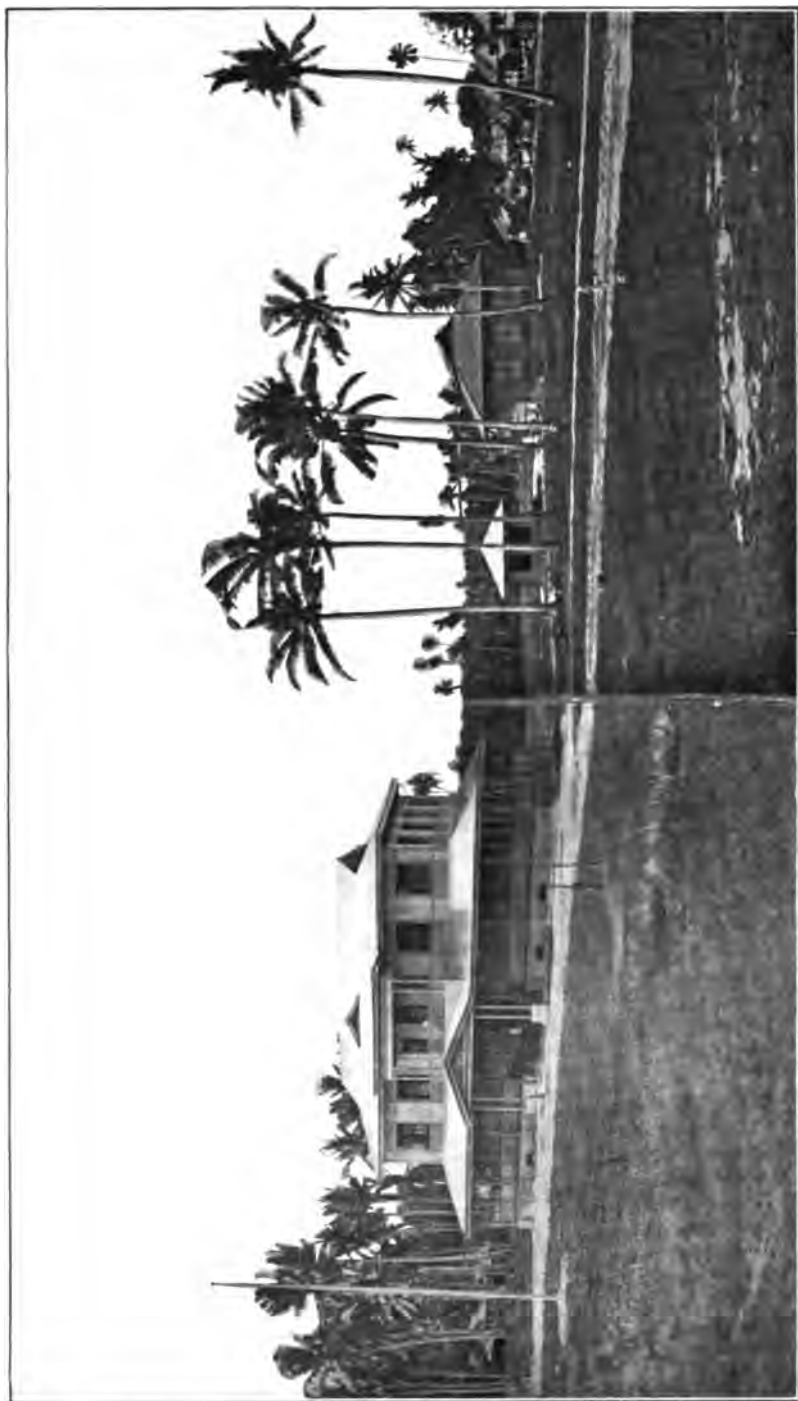
**CENTRAL BUILDING OF THE PROVINCIAL HIGH SCHOOL AT SAN FERNANDO,  
PAMPANGA ; CONSTRUCTED IN 1908 ; ARCHITECT, W. E. PARSONS.**



**CENTRAL RECITATION BUILDING OF PROVINCIAL HIGH SCHOOL,  
BAKOLED, OCCIDENTAL NEGROS.**

**Built of native woods upon a concrete foundation ; cost ₱30,850 ; architect, Richard Chard.**





ANOTHER VIEW OF THE PROVINCIAL HIGH SCHOOL, DAKOLOD, OCCIDENTAL NEGROS.



work can be widely prosecuted, there must be a special building provided with suitable grounds and land, and there must be specially trained Filipino teachers. Current school revenues can not be spared to construct such school plants, but it is believed that this type of school will be entitled to receive benefit from the hoped-for Congressional legislation setting aside for industrial schools the receipts from the sales of public domain. Something is already being done to train the teachers. For the last two years training classes for just this work have been conducted in connection with the provincial high school of Pangasinan. Such teacher's courses are now about to be given in the Philippine Normal School and the Philippine School of Arts and Trades, and teachers appointed under scholarships for a year of study will in many cases take these courses. Many towns which are seeking to obtain intermediate schools would do better to make provision instead for the establishment of one of these elementary industrial schools.

#### THE INTERMEDIATE SCHOOLS.

The intermediate schools were devised to fill the interval in the child's training between the brief course of the primary school and the secondary courses of the high school. Their character and studies were first outlined in a bulletin on "Courses of Instruction" of June 15, 1904, and their nature and work were discussed in the report of the general superintendent of education for 1904, pages 25 to 34. As a bridge between the primary and secondary schools these institutions continue the academic instruction in the ordinary branches. They were designed, however, to have a distinctive character of their own. Elementary science studies are emphasized—the first year, plant life; the second year, animal life; and the third year, human physiology. Agriculture and tool work for boys and housekeeping and domestic arts for girls are prescribed subjects of every fully organized intermediate course. In a country like the Philippine Islands industrial training can not be deferred until the high school, as it usually is in America; it must be carried down into intermediate grades if it is really to affect the standard of life and the industrial efficiency of any considerable part of the population. While in the United States trade schools and manual training schools have been generally high schools, here such instruction is intermediate. The secondary student receives much too advanced an education to ever follow a trade. Inducements in other lines of activity are too attractive and if this teaching is to affect the class of skilled labor, it must be given at least as early as the intermediate course.

The first intermediate schools established were the reorganized high schools which had been opened two years previously without a definite course of studies or entrance requirement. As these high schools have



developed into secondary institutions, the intermediate school has continued as the preparatory department, although in several institutions—Manila, Iloilo, and Malolos, Bulakan—the process of cutting out the intermediate school has begun.

In addition to these the plan has been to establish a considerable number of intermediate schools in other towns, especially in large towns so situated that children from adjacent municipalities may attend. The limited resources available for public instruction have prevented the establishment of these schools in all the places where the demand for them exists, and at the present time it is impossible to afford this teaching to an increasingly large number of children who are prepared for it and desirous of receiving it. As it is, division superintendents have organized these schools more rapidly than we have had buildings, equipment, and teachers to conduct them properly. During the last year, in addition to the preparatory departments of thirty-eight high schools, intermediate instruction was given in one hundred and sixty schools. Of this number thirty-six had the three grades, V, VI, and VII; sixty-four two grades; and sixty but one grade.

Of the entire one hundred and sixty, about eighty can be developed into thoroughly equipped intermediate schools. It is hard to know what to do with the remainder. They lack suitable buildings and neither the Insular appropriations nor local funds are adequate to sustain them. Yet the pupils themselves are very eager. They have reached a point where a few years of instruction may fit them for lives of marked usefulness. The schools are prized by the towns and it seems difficult to suppress them in spite of the fact that they are being conducted at the expense of primary school funds.

#### SHOP WORK.

Each intermediate school is designed to have a shop, a school garden or farm, and a domestic science building or a model native cottage. It is difficult to get well-trained and satisfactory teachers of these subjects, and the housing and equipment are somewhat expensive. Five years ago practically nothing of this kind was possessed nor was such instruction being given, but at the present time the intermediate department of every provincial high school, with three exceptions, has a well-equipped shop. Ninety-one teachers, including the instructors in the trade schools at Manila, Iloilo, and Bakolor, are engaged in giving shop instruction. In all of these schools there is an adequate supply of bench tools and equipment. In addition to tool work there is a graded course in drawing, including the elements of geometrical and elementary mechanical drawing. The three trade schools above mentioned teach a number of trades. In eleven of these schools there is woodworking machinery, consisting of engine, circular and band saws, planer, and lathes. Eleven more

outfits of machinery were ordered last spring and will be installed during this school year. Ten of these schools have now excellent shop buildings and thirteen more such buildings are under construction, with seven more projected, funds and land being in part available.

#### DOMESTIC SCIENCE.

Instruction in domestic science, which was not organized until about three years ago, has made hardly less satisfactory progress. Forty-one women teachers are at present engaged in giving this instruction to intermediate classes. A few of these have had special university training to fit them to be teachers of domestic science; the rest are women selected because of their skill in housewifery, their practical effectiveness, and their interest in the social side of Filipino life. Such instruction is now given in all but five high schools. In most instances special buildings have been provided, in two cases a model Filipino house has been built and a third one is in process of erection. The Bureau of Education supplies the outfit—stove, cooking utensils, and table service. Few features of our work have attracted more attention or have been so heartily welcomed as this instruction in housekeeping and household arts. Filipino girls are very ambitious to be good housewives and anxious that their homes shall accord with cultivated standards.

#### AGRICULTURE.

In agriculture less has been done. Here the difficulty is threefold—the obtaining of suitable farms and lands, the lack of experienced agricultural teachers, the undeveloped condition of scientific agriculture in the Philippines. Good farming lands adjacent to the sites for high or intermediate schools are very difficult to obtain. It seems desirable that such lands should also be susceptible of irrigation and of a character to admit of diversified agriculture. Many sites have been offered that are unsuitable. In a good many cases long delay is resulting from the difficulty in securing titles. We have suitable agricultural land at present in only twenty-six schools where the intermediate course is taught. There are twelve instructors in agriculture, most of them trained in agricultural schools in the United States, who are devoting all of their time this year to agricultural teaching and experiment. This, of course, takes no account of the very extensive school gardening which is carried on in connection with primary schools and which, while it can hardly be dignified by the name of agriculture, has had admirable results in introducing new vegetables and economic plants, as well as in training the child. Outside of the high schools, conditions are such that each intermediate school must be free to elect the character of its industrial work, whether tool work, agriculture, or something else.

**FISHERIES.**

We have one intermediate school, located at Malabon, Rizal, which is designed to be a school of fisheries. Instruction in fisheries was given in this school during a part of last year and the year before, but has recently been discontinued owing to the lack of teachers and the incomplete state of the building. This building is now finished and work will probably be recommenced in January with a teacher who has had special training in fisheries as a post-graduate student, and experience in fisheries investigation in these Islands. The intention is to secure students for this school from those parts of the Islands where fisheries or fishing possibilities exist, and to give them an intermediate course in which the study of marine life, especially in its economic aspects, will be emphasized and where they can be taught fish propagation in ponds and oyster culture, industries now narrowly localized about Manila Bay, which it is believed can be widely distributed through the Archipelago to the great profit of the inhabitants.<sup>1</sup>

**WHAT THE INTERMEDIATE GRADUATES ARE DOING.**

A very important inquiry, and one which may well test the value of the instruction given in the intermediate school is, What do the graduates do? Do they apply themselves earnestly and successfully to useful lines of work or do they fall into a life of useless ease or dangerous discontent as their critics prophesy? An effort has been made to keep track of all of these graduates and record their careers.

Since March, 1905, about 3,000 young men and women have graduated from intermediate schools, 1,350 of them last March. Records as to what they have done are not complete, but what we do know of them is of interest and significance. Much the largest number have continued as students in secondary courses, over 1,800 are at present so engaged; 26 have been appointed to positions as Government students in the United States; 16 have gone to the United States to study on their private means; a very large number (our records are incomplete but nearly 500 are reported) are teaching in municipal schools; 17 are reported as farmers; 11 as merchants; 8 as municipal officials, 89 are reported as clerks.<sup>2</sup>

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<sup>1</sup> The Bureau has just published a bulletin by Mr. William D. Carpenter, formerly teacher in the Malabon School, "The Milkfish or Bangos; Its Culture in Fish Ponds," which will be used for instruction in intermediate schools where conditions permit the raising of milkfish.

<sup>2</sup> The demand for clerical help is strong and compensation is relatively high. The graduates of an intermediate school readily pass the second-grade civil-service examination, the entrance salary for appointment being ₱480 per annum with rapid promotion for a bright young man.

Very few are reported as being idle or failures. A few extracts from reports of division superintendents will be of interest.

*Albay*.—Practically all of the graduates either take up teaching or continue in school. The demand for teachers who have finished the intermediate course to replace those of lower attainments is so constant that it is not surprising that young men prefer teaching to other occupations, particularly when it is remembered that at the same time they are able to gratify their desire to continue the study and practice of English, and, with more or less regularity, their own studies. A number of the graduates, it will be seen, have secured appointments, under the civil service, as regular or temporary teachers. These young men, without exception, are doing excellent work. There have been no very marked failures on the part of any of the graduates, so far as my information goes.

*Bohol*.—No report of any noteworthy success on the part of any of them has reached this office. One graduate of 1907 is a merchant, trading by banca between various parts of Bohol and adjacent islands. He is reported as being successful.

*Kagayan*.—The total number of graduates in Tuguegarao is nineteen and the number of graduates in Aparri is ten. These young people are giving a very good account of themselves and I have yet to hear of a graduate who has proven himself to be absolutely worthless.

*La Laguna*.—Out of an even hundred intermediate graduates, seventy-four are still in school, fifty-eight in the Laguna high school, nine in the Manila high school, two Government students in America, one private student in America, three in the Insular Normal School and one Federal Government student in Washington, D. C. Thirteen of our graduates are teaching in this province and eleven are following other occupations.

*Leyte*.—While it is too early as yet to draw many definite conclusions as to the value of the training received by the intermediate graduates, yet one fact is already apparent beyond question, namely, that the intermediate graduates are of immeasurably more value to the community than they could possibly have been without having attended our schools.

*Nueva Vizcaya*.—To date, twenty-two pupils have finished the intermediate course in this division. Of this number, twelve are still studying in other schools, four are teaching, three are clerks, one is a confirmed invalid and is unable to study or work, and two are dead. Of the students all are doing well. The four teachers are all in this province. One is an Insular teacher, one has just passed that examination, and a third, the only girl graduate, will pass it as soon as she is old enough to enter the examination. Their work as teachers is good and is constantly improving. Of the three clerks, one is the deputy treasurer of Benguet Province, one is in the office of the Insular Auditor, the third is employed by the provincial government here as a timekeeper on road work, and has proven himself to be an unusually hard-working, intelligent, and trustworthy boy. Not one of these young people can be called a failure in any sense.

*Samar*.—All graduates from the intermediate schools are in the provincial secondary school, or they are teachers, with the exception of one girl who is married and one boy who is a telegraph operator. The girl married the clerk of the court who is English speaking and a product of the American school. She has taken the civil-service examination to enter her husband's office. English is the language of their home. All the graduates are highly successful in their work.

*Sorsogon*.—The majority of the intermediate graduates who are not continuing in the secondary course are teachers. They are the best teachers we have in the division. They have, without exception, attained a larger measure of success

than would have been theirs had they not taken the work of the intermediate course. The intermediate course will benefit practically all who have the ambition and energy to complete it.

*Tarlak.*—The majority of the graduates of the intermediate schools have gone on with their studies. Out of the fifty-eight graduates up to and including October, 1907, twenty-nine are still students in the secondary course; one is a student in America; one in Europe; twenty are teachers in this division; three are clerks; one is a gauger in the Internal Revenue; one is a landowner and farmer; one has enlisted in the Constabulary; one is unknown; and one is unemployed. We hear much these days of the product of the schools being clerks. If we examine these clerks, we find that one is clerk to the division superintendent, where he is indispensable; one is property clerk to the provincial treasurer at ₱50 and exceedingly successful on account of his English; and one is in Manila in a private concern.

The following is from a report from the division superintendent of Iloilo:

From March, 1905, to October, 1907, inclusive, one hundred and ninety-five students and teachers have received from this office certificates of having completed the intermediate course. Of these, to my certain knowledge, seventy-four are students in the Iloilo high school, five of them having graduated from the high school course the 27th instant. Seventy-three are employed as teachers in this and other provinces; and so far as those employed in this province are concerned, there seems to be no doubt that they will be continued on duty next year if they wish. Of the remainder, two are married and seem to be devoting the most of their time to housekeeping; three are dead; two are employed on local newspapers; four are Government students in the United States; five are employed with the Treasury Bureau and seem to be doing well; three are students in the United States but not under "pension"; two are sick with tuberculosis and have resigned from the teaching service; one is employed with the chief commissary here; one is studying telegraphy; one is an officer in the Constabulary; two are students in a medical school in Manila; one is a station agent on the Panay division of the railway; two are employed with commercial houses; two are farming; one is absolutely "no good"; and the remainder I can not just now account for, although I am sure that some of them are students and others are employed in one way or another.

There are very few reports of failures and I doubt if many schools in America, private or public, would be able to show a better record for its first one hundred and ninety-five graduates than in the Iloilo report last given.

As a matter of fact, there is a very great demand for young men and women with a training such as the intermediate school gives, a demand which will keep up for many years and which makes absurd the assertions that the class produced by the schools is useless and unemployed.

#### THE SECONDARY COURSES.

These courses were outlined in Bulletin No. 7, June 15, 1904, and more fully in Bulletin No. 26, 1906. Four courses are at present provided. These are the course in literature, science, and history; the course in teaching; the course in commerce; and the course in agriculture. The literary and the teachers' training courses are offered in nearly

every high school; agriculture at present only as a course in the Philippine Normal School; commerce in only one school, the Philippine School of Commerce in Manila. The original plan of the high schools was to make them vocational training schools, and this plan is to some degree being realized. The number of students enrolled in secondary courses is still small. For the present school year (1908-9) there are reported in the first year, 956; in the second year, 590; in the third year, 232; and in the fourth year, 124. There have been so far thirteen secondary graduates; from the Manila Normal School, three in 1907 and one in March, 1908; from the Cavite High School, five in March, 1908; and from the Iloilo High School, four in March, 1908.

As above stated, a high school is located in each provincial capital; their work is satisfactory and in the majority of cases suitable buildings and grounds have been secured. The plan is for an extensive campus and a group of buildings, embracing central recitation building, science hall, shop buildings for intermediate department, dormitories, and agricultural farm. Judging from the number at present enrolled in the fourth year of secondary courses, one hundred and twenty-four, there will be fully one hundred graduates next year. It is believed that most of these will wish to pursue professional courses, especially medicine, agriculture, and engineering. The University of the Philippines, recently provided for by Act No. 1870, is expected to make provision for this professional and collegiate instruction.

#### SCHOOL ATHLETICS.

Athletic sports are pursued with great interest in every division. Nearly every high school has a ball team or teams. Twice the schools have been recipients of gifts from the Hon. W. Cameron Forbes, baseball outfits and tennis outfits, to the school in each province making the greatest progress in beautifying and improving its grounds. With these sets as models, the pupils themselves have manufactured a good deal of their athletic equipment; the bats are easily turned out in the shops. Military drill is given in at least five provinces. In addition to tennis, the girls in several provinces are playing basket ball. Several provinces have annual field days.

#### THE BIKOL MEET.

In southern Luzon, the Bikol provinces of Camarines, Albay, Sorsogon, and the subprovince of Masbate, hold each year a field meet which has grown into the proportions of a provincial exposition. A number of beautiful trophies have been given to the competitors in this meet. These are as follows: the Trent Trophy, for baseball, the Carson Trophy, for excellence in English composition, the Bikol Declamation Trophy, and a trophy for track athletics given by the American Hardware Company. This last year the meet was held at Nueva Caceres.

In addition to the scholastic contest and the athletic meet, an agricultural and industrial exposition was held, in which were displayed modern agricultural machinery, a large quantity of which is reported to have been purchased by the farmers of the province, and an extensive exhibit of the industrial work of the schools, and the products and manufactures of the province. The occasion was much more than a school gathering; it was attended, participated in, and aided by officials and citizens of every class.

A similar baseball league exists among the teams of the city of Manila and Cavite. Several trophies have been played for by this league—the Osorio Prize Cup, a set of cups given by Professor Woods, of Groton School, Massachusetts, and finally a beautiful trophy to be played for seven successive years, given by the boys of the Groton School, Massachusettes.

#### INVESTIGATION OF HEALTH OF SCHOOL CHILDREN.

Physical training is of the utmost consequence to the Filipino youth. Students are or were somewhat inclined to pass their spare time in inactive recreation, and the introduction of athletics into the schools has visibly done much to better both physique and health. More should be done and there should be systematic body training in all grades and schools. In their physical development Filipino students have much to contend with. The race itself, though small in stature, is naturally finely formed, supple, and enduring, but it is subject to a large number of chronic disorders. Besides the common epidemic diseases there are parasitical complaints which reduce vitality and affect health, and tuberculosis and beriberi are widely spread. Many of our students suffer from ill health and physical weakness, and maintain their school work only by the exercise of indomitable persistence and eagerness. The fact that nineteen intermediate graduates out of a total of 1,472 have died within one year of graduation is itself a fact of significance. Recently the health of school children has awakened much public interest in Great Britain and the United States. It has been shown that in the schools of Europe and America, a large proportion of the children suffer from bodily defects and disorders, which, while remediable in nature, seriously affect the development of the child and his progress in school. In the Philippines, in addition to the disorders above cited and to common physical defects of eyesight and hearing, a large proportion of the school population suffers from malnutrition and lack of sufficient food. The Filipino peoples are not well fed, their staple of rice is not sufficiently supplemented by other foods that yield the essential elements for bodily development and maintenance. Children ordinarily come to school in the morning without breakfast but provided with two or three copper centavos with which to purchase a luncheon at recess. This luncheon, which is usually obtained from little stores, or venders near the school,

varies considerably. I have observed luncheons which were good in character, such foods as wheat rolls or little packages of rice put up in banana leaves with chopped meats or grated coconut, a dried fish or sardines, or more frequently a bowl of soup, but in many cases the lunch is a "dulce," a sweet or confection, and in nearly all cases the amount seems insufficient for the sole sustenance of the child through the long hours of the forenoon. In the city of Manila a notably successful plan has been tried by which good luncheons are served in the school buildings, under the management of teachers who take turns in buying materials and overseeing their preparation. The children are able to secure a large quantity and the food is more nutritious than that sold on the streets.

Medical inspection of children would be desirable in all of the schools of the Islands. So far, it has been attempted only in the city of Manila. During the last year a qualified physician—Dr. Anna D. Peck—was employed by the Bureau of Education and devoted all of her time to this examination. Many cases were recommended by her for treatment at the various hospitals where it was given gratuitously. Among other cases were nearly two hundred of beriberi. "Anemia was very prominent during the first examination, but after the establishment of kitchens in the various schools there was an astonishingly large decrease. The general physical condition of the pupils was so greatly improved that great credit should accrue to the supervising teachers and others who began the work." Glasses were generously furnished free of charge to a large number of indigent pupils by a Manila optician. A total of 7,319 pupils, (5,459 boys and 1,860 girls,) were examined. Defective vision was very prevalent, myopia in 32 per cent of the cases, astigmatism in 47 per cent, and diseased lids (largely trachoma) in 17 per cent; defective hearing existed in 7 per cent; dentist caries in 42 per cent; excessive adenoid tissue (tonsils, pharynx, and nostrils), in 21 per cent; anemia in 10 per cent; 20 per cent were affected with skin diseases, and an equal number were pitted from the effects of smallpox. Bodily deformities were rare. The large amount of defective vision, bad teeth, and adenoids recommends some provision for giving treatment and remedying these defects. This report takes no account of intestinal parasites or like chronic disorders, or of tubercular conditions.

#### SCHOOL DISCIPLINE.

In the school year 1903-4 corporal punishment in schools was forbidden by the general superintendent. There were two reasons for its prohibition: the belief that its practice in schools is unwise and second, the fact that under the Civil Code teachers who inflict corporal punishment may be liable to trial and fine. In place of corporal punishment, suspension and expulsion are relied upon, and the disobedient, insolent, or refractory pupil is promptly suspended or expelled. A small number



of such cases of discipline occur each year, but the overwhelming testimony in the reports of the division superintendents is that discipline is of the best, conduct excellent, schools orderly, teachers accorded due respect and obedience. I consider these reports to be thoroughly reliable and descriptive of the normal condition. Filipino students are generally quiet in their seats, obedient, respectful, and lovable. There is very little of that mischief-making which tries teachers in schools of many lands. Filipino children are early inculcated with the feeling of respect for parents and those in authority, a home training of great assistance to school work. On the other hand, when rebelliousness and insolence occur, it is extremely hard to deal with it in a way to help the offender. The Filipino child is loath to admit fault; if convicted of wrongdoing he is more apt to consider himself unfortunate and the victim of unhappy circumstances than to be penitent. Punishment frequently has the effect of making sullen and resentful a child whose disposition had previously appeared to be wholly sunny and amiable. These, as well as other considerations, recommend the expulsion of offending pupils.

Another common student offense is a school strike. Pupils when offended by a teacher will frequently, leave the school in a considerable body. Their idea seems to be that by so doing they will put themselves in a position where they must be treated with and conceded to in order to induce their return. The certainty of injury to the reputation of their school, the prospect of the loss of opportunity for an education for themselves, seem to weigh little with them at such times. Such an attitude is intolerable and can not be considered or recognized if the dignity of instructors and the good order of the school are to be protected. The position of this office, in all such cases, is that students who thus inconsiderately leave school for the deliberate purpose of injuring and embarrassing their teachers, must abide by the consequences of their action. They will not ordinarily be readmitted. Occasionally such action of students has had support and encouragement in local feeling. In these cases the school itself should be closed and the instruction withdrawn. As long as teachers and means are limited and must be withheld from many deserving communities, policy and economy dictate that schools should be located only in places where the support of students and people are all that can be desired.

#### EXCURSIONS OF TEACHERS AND PUPILS.

During the year a number of camping or traveling excursions were made by teachers and pupils. In the Christmas holidays a party of young men students from the Malolos High School, with three of their instructors, made a trip to Manila and from there to Laguna de Bay, where they visited Kalamba, the birthplace of Dr. Rizal, and the hill country and waterfalls of La Laguna Province. The diaries kept by these boys

show how stimulating this experience was. A personal acquaintance was made with neighboring provinces and with historic places. Much of the way the boys walked, they cooked their own food, slept in the tribunals or town houses, and kept their expenses at a minimum. Such excursions of pupils and teachers, which are thoroughly established institutions in Germany and Japan, are of the highest value and bring teachers and pupils into that close and helpful contact which is the ideal relation of school life.

Another established excursion point is the Limao Forest Reserve across Manila Bay on the slopes of Mount Mariveles. In November, during the Thanksgiving recess, a large party, made up of science pupils from the Manila and Cavite high schools, visited this reserve for the purpose of forestry study and collecting. The trip occupied a number of days during which the boys camped in the forest and had, what was for many of them, a novel experience. Another excursion to Lamao was made by the teachers and attendants of the Manila vacation institute.

During the teachers' institute in Rizal Province, a number of trips were made by the teachers; one to Montalban, where there are interesting caves; another to Malabon and Navotas, where they saw the industries of sugar refining, cigar making, and of fish culture in artificial ponds. At the conclusion of the institute, a group of eight teachers accompanied the division superintendent through the hills to Pililla. An opportunity was thus given them to see the vast extent of uncultivated land in the province open to homestead. "Special attention on this trip was given to hill agriculture. A nursery containing 250,000 maguey seedlings was visited at Antipolo, the camoteng cahoy (tapioca plant) was studied and the sabutan<sup>1</sup> and its uses were given special attention at Tanay and Pililla. The teachers received a most cordial welcome wherever they went and by their enthusiasm and good conduct added in no small degree to the prestige already enjoyed by the public schools."

#### THE SCHOOLS AND THE ENGLISH LANGUAGE.

All instruction in the public schools covered by this report is given in the English language. From the organization of the schools, methods of translation have been avoided and a knowledge of the language is acquired by its constant use and repetition. The child who enters school entirely ignorant of English will understand ordinary directions of the schoolroom within a very few days; after that he picks up the language rapidly and by use of the chart and primer he learns to read, to write, and to speak it at the same time. A child under favorable conditions of instruction may learn in the course of the school year to read and write about two hundred and fifty words with a conversational acquaintance

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<sup>1</sup> A variety of pandan especially valuable for hat braiding.

with nearly as many more. This is considered a good foundation, but it is obviously of small value to the child if he is to stop here. It is observable, however, that second-grade pupils use their English pretty well, are able to carry on a conversation upon limited topics with a stranger, tell him about their town, and give him directions. By the time a child has completed the third grade, he has secured a knowledge of the language which will remain with him, and which he will constantly amplify after he leaves school. It is common to meet young men and women engaged in small commercial pursuits who speak very good English and are able to use it for reading and writing, but who completed no more than the third year of some primary school. The aim in the primary course is to give the boy and girl enough English so that they can read an ordinary book or newspaper, and gain a reading and writing habit. I think this can be accomplished by the primary course although results have not yet been fully demonstrated.

The primary school can not, of course, make a finished literary scholar, but if it can give a child a training in letters to the point where he can read and write upon ordinary matters and profit by the newspapers, keep his accounts and conduct his own commercial transactions, and be able to appreciate and assimilate to some extent the news of the world, he will be a truly literate man and will not go through the world a mere clod. Children who are graduates only of a primary school will not speak or write wholly correct and grammatical English, but those who make their deficiencies the ground for depreciating their attainments and the work of the schools should recall the undeniable fact that the ordinary American citizen—farmer or mechanic—can not write a letter free from errors of punctuation, capitalization, grammar, and spelling. Yet who is prepared to deny that his schooling is not of the utmost importance to him, not only in the exercise of his duties as a citizen, but for the intellectual life which it affords him and for the conduct of his practical affairs? Or, to use another illustration, the English spoken by Filipino boys and girls just out of school is unquestionably better, superior in grammar, vocabulary, and accent, to the Spanish that the majority of Americans in these Islands are able to speak and write. But poor as American spoken Spanish is, the immense advantage that it gives to a foreigner in this country is undeniable. The same is true of Filipino spoken English. The object of the schools, it is granted, must be to impart correct and not corrupt English, to teach the youth to speak it and write it colloquially and freely, and this ideal must never be lost sight of; but meanwhile the tremendous practical advantage of every increased means of communication between the native and foreign elements is too frequently unrealized. Communication of ideas and not of polished phrases is after all the object, and when the means of this communication between all peoples in these Islands has been fairly well

established through the medium of the English tongue, then in great part the present strife and variance will cease and we may look for that better understanding, that increase of mutual consideration and respect, which is so greatly to be desired.

#### THE USE OF SPANISH.

It is impossible to estimate accurately at the present time the number of Filipino people who have a knowledge of English. There are many thousands of children and young people who speak it to the degree above discussed, and these young people are found in every town and in every considerable barrio, so that a stranger entering almost any Filipino community now rarely has difficulty in finding some small person to act as interpreter and adviser. There is also a large class of young men and young women who speak English surprisingly well, and this includes nearly all of those occupying official positions or important commercial positions. Of the adult population, including persons of mature years and social influence, the number speaking English is relatively small. This class speaks Spanish, and as it is the most prominent and important class of people in the Islands, Spanish continues to be the most important language spoken in political, journalistic and commercial circles. The class of young people who have been educated in English in the public schools is only beginning to make its way into the active life of the country. Another ten years will tell very greatly in the relative importance of the two languages. Meanwhile the question is disturbing many minds: "What is to be the ultimate language of this people as they attain a common consciousness and solidarity?" This question has been much discussed within the last two or three years. At the time of the American occupation there was a general feeling among Filipinos that the knowledge of the Spanish language had been deliberately and wrongly withheld from them by the sovereign country. English, as the language of the new sovereign nation, was asked for in part as a political concession. When it was proposed to bring American teachers to the Islands to impart this instruction, the number asked for by the general superintendent was 500, but this was raised to 1,000 at the earnest solicitation of Filipinos in order that there might be an American teacher for every important pueblo of the Archipelago. Thus, at the very outset of educational work, as a matter of joint agreement, English was decided upon as the language of instruction and if there is dissent now in some quarters from making English the language of instruction, there was not then. The spread of the English language has gone steadily on. The results are undoubtedly cumulative. It was taught more and spoken more last year than the year before, and this coming year will see a still greater extension of its use, yet English has active rivals as the language of intercourse and instruction. It is probable also that

there has been some decline of interest on the part of the adult population in acquiring the language. This is attributable to several causes. In the first year of the organization of this Bureau, the adult population of the towns eagerly sought opportunities to learn English. Night schools were opened in the city of Manila in 1900; later, in nearly all the towns of the Archipelago. In August, 1904, there were 501 such classes, with an enrollment of over 18,000 people, most of them adult men and women. Owing, however, to the reduction of the appropriation for the Bureau of Education, it was necessary a few months later, to close all the night schools in the provincial towns in order to avoid the incurring of a deficit. This was in January, 1905. It was anticipated at the time that it would be possible to reopen them the ensuing school year, but the funds appropriated for the Bureau did not permit. Shortly afterwards the date set for English to become the language of the courts was postponed until January 1, 1911. This action, while recommended by the fact that a large number of judges and practicing attorneys were insufficiently trained in English, had a very unfortunate effect upon public confidence in the ultimate adoption of English as the official language of the Government. Previously there had been a general expectation that English would be made the official language throughout the administration. By an act passed in the last decades of the Spanish Government, the knowledge of Spanish was made a necessary qualification for municipal office. The Filipinos had regarded the selection of English as the official language of the courts in the light of past experiences and had been exerting themselves accordingly. After the passage of the above legislation their activity largely ceased. Not entirely, however, for in some towns night schools have been conducted and paid for by private subscription, while in Manila night schools supported by the city have continued with good results. It seems highly desirable that night classes in the provinces should be reopened. These classes should be limited to a short term during the winter months when the people have most leisure to apply themselves. They should aim at definite results and follow and complete special courses of work. Authority exists under the law for the Director of Education to pay for such instruction, though no definite amount of money was furnished by the present appropriation bill. If, however, funds can be spared from some source, this instruction will be resumed during the coming winter.

The extension of the knowledge of English among the adult people is believed to be a matter of the utmost importance and one meriting renewed attention. It is to be noted that with the increased study and use of English, there has been an increased study of Spanish. I think it is a fact that many more people in these Islands have a knowledge of Spanish now than they did when the American occupation occurred. As already remarked, an immense impetus has been given to private institutions where the instruction is largely in the Spanish language.

The general demand upon clerks is for a knowledge of both English and Spanish. Through the great increase in number and circulation of newspapers and periodicals, there is now much more reading of Spanish than formerly. But in spite of these facts, it is believed that the use of Spanish here will wane. It is unsupported by Spanish speaking countries adjacent to us. On the other hand, as has been frequently stated, English is the common language of every port from Japan to Australia and Suez. The chance to make Spanish the language of the Islands existed half a century ago but it is gone to-day. So far as is known to me, Spanish is the language of the common people in only three communities, Ermita (a district of Manila), Cavite and its suburb San Roque, and the Christian colonies of Samboanga and Kotabato where a corrupt Spanish dialect called "Chabucano" is spoken. The new generation, which will be foremost in the affairs of the Islands in another ten years, will not use Spanish for ordinary purposes and their influence will be decisive. It will cease to be the language of the courts on January 1, 1911. It is rapidly ceasing to be the medium of administrative correspondence. Probably its longest official use will be as the language of the Legislature.

#### THE FUTURE OF THE NATIVE DIALECTS.

How will it be with the native dialects? Their number is generally recognized as a cause of division, their continuance as an obstacle to the attainment of nationality. Few Filipinos, even those who have a scholarly interest in these dialects, advocate the continuance of them all. A common medium of communication is recognized as essential. The present representative government would hardly have been practical had it not been for the fact that all the members of the Philippine Assembly can communicate in Spanish. The growth of common consciousness in recent years has been possible because a limited number of individuals in every community speak this foreign tongue. There are two supposable ways in which a Philippine language might be produced—first, by selecting one and suppressing all the others, second, by thoroughly fusing all these dialects retaining the best elements of all.

As regards the first plan, many look to the Tagalog as the ultimate Philippine language. It has the advantage of being spoken in those provinces surrounding the capital. It has, moreover, been most influenced by other tongues. Many years ago it was pronounced by the great German philologist, William von Humboldt, to be the richest and most perfect of all the languages of the Malayo-Polynesian family. It is, however, spoken by only 21 per cent of the Christian inhabitants of the Archipelago. The Bisayan in its several dialects is spoken by more than twice as many. More than this, the Tagalog is surpassed by several other peoples in the capacity for extending his territory and

influence. There is not, nor has there been for years past, any considerable expansion of the Tagalog people into new regions. Where they are to-day, they were at the time of the Spanish conquest, with the exception of the towns of southern Nueva Ecija and a part of southern Sambales. But meanwhile the Bisayan peoples have had an astonishing growth. In 1735, the entire bishopric of Cebu, embracing the Islands of Samar, Leyte, Bohol, Cebu, Panay, and northern Mindanao, yielded only 8,114 tributes, indicative of a population of less than 50,000 souls. At the opening of the nineteenth century they numbered only 100,000. In 1903 they were enumerated at over 3,000,000.<sup>1</sup> Their expansion still goes on. They are settling up northern Mindanao, and as the present uninhabited portions of great islands like Palawan invite settlement, it will be the Bisaya who colonize them.

On the north are extraordinary emigrants, the Ilokanos. In nearly all the towns of Ilokos there is an annual "swarming." Whole communities move out at once and settle in the rich valleys of the Kagayan, and Magat or in the fertile plains of Nueva Ecija, Pangasinan, Tarlak, and Sambales. Here is a people speaking a language very different from Tagalog who will dominate northern Luzon, if they do not already do so, down to the Provinces of Pampanga and Bulakan. It is impossible to believe that Tagalog ever will or can make progress among the Ilokanos. On the other hand, no Filipino people is more desirous for English instruction than the Ilokano or has better prospects of obtaining general literacy through the public schools. In view of these conditions, I see no chance of Tagalog becoming the language of the Archipelago by the natural ascendancy of those who now speak it.

On the other hand, the possibility of making a common language by the systematic and scientific fusing of them all seems even more visionary. Filipino scholars interested in the development of the Tagalog language have adopted a shortsighted policy. In a chauvinistic effort at linguistic purity, they are trying to eject from the language all words of foreign origin and to substitute circumlocutions or words of new invention. It may be that they are following the example of the Tagalog classical poet, Baltazar, but this is not the way in which the great languages of the world have grown and spread. Suppose that Englishmen of the time of Henry II had persistently cast out from the Anglo-French speech of their day every word of Norman or Latin origin, and that this practice had gone on through the generations since, what would the English language be to-day? English has grown, as every other great language has grown, by adopting and assimilating the words of other languages. The policy adopted by Tagalog scholars for "purifying" and perfecting their own speech spells its ultimate sterilization and death.

Up to the end of Spanish rule the Philippine languages were growing

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<sup>1</sup> See "History of the Population" in Philippine Census, Vol. I, p. 439-440.



**PROVINCIAL HIGH SCHOOL, SAN FERNANDO, UNION.**

The shop building is seen under construction.



**THE CENTRAL RECITATION BUILDING OF THE PROVINCIAL HIGH SCHOOL  
AT SURIGAO.**

Erected in 1907; architect, Mr. Richard Chard, Bureau of Education. This building is constructed of superior groups of wood and is very satisfactory for present purposes. The entire group of buildings of which this is a type include a shop building (see above), a domestic science building or model Filipino home, agricultural building, dormitories for young men and young women, and eventually a science building. This same type of central recitation building has been constructed in Lucena, Tayabas; Iloilo; Bakoled, Occidental Negros; and Dumaguete, Oriental Negros.



WALL GROUP



SHOP BUILDING OF THE PROVINCIAL HIGH SCHOOL AT SURIGAO.



SHOP BUILDING FOR CARPENTRY WORK AT PROVINCIAL HIGH SCHOOL,  
BAKOLOD, NEGROS.

Built of concrete at a cost of ₱16,196.17 ; finished in 1908 ; architect, W. E. Parsons.

1900



**DOMESTIC SCIENCE BUILDING OF PROVINCIAL HIGH SCHOOL, PAMPANGA.**



**DOMESTIC SCIENCE BUILDING FOR THE TEACHING OF HOUSEKEEPING,  
COOKING, SEWING, AND SANITATION AT THE PROVINCIAL  
HIGH SCHOOL, MALOLOS, BULAKAN.**

This building was erected in 1908, at a cost to the province of ₱700. It is furnished and equipped in the manner of a model Filipino home.

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**A TEMPORARY GIRLS' DORMITORY AT THE PROVINCIAL HIGH SCHOOL,  
MALOLOS, BULAKAN.**

This building was constructed by the province in 1906, at a cost of about ₱3,500; it contains accommodations for fifty girls, besides parlor and bed room for the matron. A mess is conducted in charge of the matron, the girls being boarded at a cost to them of ₱12 per month.



**THE RECEPTION ROOM IN WOMEN'S DORMITORY OF THE PHILIPPINE  
NORMAL SCHOOL.**

WALL GROUP

by the absorption of Spanish, and if this process had been assisted by schools, the result would have been striking. I have before me a little compendium of the Bisayan language as it is spoken on the Island of Masbate, prepared some years ago by a young Filipino scholar. This little volume contains at a rough count 514 words, of which at least 184, or one-third, are Spanish or Spanish corruptions. Of other words are a number borrowed from the Sanskrit, Arabic, and Chinese. The Spanish terms embrace such names as days of the week, months, many foods, occupations, house furnishings, articles of clothing, tools, some domestic animals, some wild animals, many vegetables, nearly all words that relate to the schools and public buildings, and administration, all names for foreigners, and all proper names. The words of Malayan origin include numerals, parts of the body, pronouns, nearly all birds and fishes, many natural objects, and the verbs and adjectives with very few exceptions. This instance may indicate that the present effort to develop the Philippine languages by casting out the foreign element can only result, as it is already doing, in making them unintelligible to the mass of the people, and robbing them of essential elements of strength, richness, and utility.

Feeling in favor of the use of the dialects found expression in a proposed law of the last session of the Legislature, providing for their teaching. This proposed bill in the form in which it was exhibited at one period of its discussion, provided that instruction in the dialect of any locality might be given in the public schools on request of a local school board and municipal council. The idea of the bill was said to be not to disturb the present curriculum in English but to put in the dialect teaching where locally demanded as an additional subject. Although many friends of the public schools felt that such a measure as this would weaken their teaching and occasion general misunderstanding, my own feeling is that it would not have done harm and might have introduced instruction of present benefit. It is a very easy matter for a child of the second grade to acquire facility in reading and writing his dialect, as the syllabary used for the purpose is phonetic and very plain. Some reading of proverbs, folk-stories, and poetry, of which there is considerable in several languages, could have followed. But the advocates of the measure inserted a final clause that the municipalities should have the power to decide in what language public instruction should be given. As English was apparently to be included in the scope of this authority, such a power would have afforded possibilities of immeasurable confusion, and if generally exercised for excluding English, would have undone the work of eight years and rendered useless over 6,000 teachers trained to teach English. In this form, therefore, the bill was reactionary and unacceptable and was fortunately disapproved by the upper house of the Legislature.

If we may judge by what is taking place in all parts of the globe, the Philippine languages will disappear from use. There is a common belief



that these mother tongues do not die, that instead the dominant intrusive population always ends by adopting the indigenous speech. While this may be true as applied to certain great historical peoples, nothing is more untrue if we survey the world at large at the present day. I have such good authority as the word of W J Magee that in the century just closed the number of spoken languages of the world decreased one-half. Their disappearance is being constantly accelerated. There are scores of languages throughout both Americas which to-day are known only by name. Even in Africa so eminent an authority on races as Sir Harry Johnson states that no native languages will persist except Swahili (itself part Arabic) and Hausa; elsewhere the languages of Africa will be English, Arabic, French, Portuguese, and Italian. The multitudinous dialects of the Philippines will likewise disappear. They will leave with us an enormous number of place names, many of which are older than the languages at present spoken in the locality of these names, names of trees and plants, and a considerable additional vocabulary descriptive of objects native to Malaysia. These will all become a part of the English language spoken throughout the Archipelago. This result will come even though no more is done than is being done now. It has already proceeded far enough so that it could only be stopped by a complete reversal of policy.

#### THE DEVELOPMENT OF RACIAL CHARACTER.

This prediction perhaps will not be welcome to a considerable number of thoughtful Filipinos, who fear that the rapid changes being brought about in these Islands by the American government will result in the loss to native character of some of its best qualities. Some two years ago there was an extensive discussion in the native press upon the "Filipino soul," and the fear was generally expressed that the adoption of the English language would produce an aping of foreign character and manners. There was a strong, and I believe commendable, protest against the "assimilation policy" which has frequently directed the efforts of colonial governments in their work for backward peoples. French colonial administration in the past appears to have been considerably affected by the assimilation idea. In the last decades of Spanish rule in the Philippines, it was advocated by the Reform Party. Here assimilation meant not only the approximation of civil rights in the Philippines to those of Spain with representation in the Spanish Cortes, but the incorporation of the Philippine peoples as members of the Spanish nation and the general adoption of Spanish culture in the Archipelago. It was a popular conception with the Filipinos at the time, but Rizal, with an insight into its real weakness, attacked the policy in his second novel, *El Filibusterismo*. In my own view, the policy of assimilation in the dealings of the white race with other races is a mistaken one.

Profound differences of character separate the races of the world, and these can not easily be broken down as some suppose. The process of racial differentiation was apparently a very long one, and it left mankind essentially one but divided into separate races very differently endowed. No race seems devoid of the entire range of human emotions and activities, or mentally and spiritually incapable of the same experiences as any other, but these emotions and mental qualities certainly differ in intensity in different races, and the "ensemble" in one race is different from what it is in another. Each race has some peculiar qualities of strength or of serviceability, and its highest development lies in the wise and persistent cultivation of these endowments. The assimilation theory defeats this by slighting the best that the race has and forcing it to pursue a different ideal of character. Compulsion in this matter is absolutely indefensible. The great work of civilization is to be accomplished not by *force* but by *persuasion*.

The educational policy in these Islands is not an assimilation policy; it does not aim to Americanize or Anglo-Saxonize; its effort is to make better Filipinos. The triumph of English as the common speech of these Islands does not compel the suppression of the native character nor the sacrifice of any of its excellencies. On the other hand, the Filipino people, if it is to develop its own qualities and make progress in common with the peoples with whom it hereafter will be associated, must do so as other people have done, by absorbing and fitting to its own purposes the common civilization of the western world. Some races have not this power, but when confronted with superior culture or brought into contact with a population of greater strength, dwindle and melt away. It is not so with the Filipinos. They belong to a race which is destined to multiply in numbers and in power, and play its part in the world, longer and further than the human mind can foresee. Like other Malayan peoples fortunately situated, they are multiplying rapidly; they are at least fourteen times as numerous as when the Spaniards conquered the Archipelago, and five times as numerous as at the beginning of the last century. Through all their history they have shown themselves capable of cultural advance and ever have been acquiring and assimilating new elements of civilization. Their indigenous culture, which frequently is spoken of by Filipinos as the standard toward which to return, was a wild barbarism left behind centuries ago. The primitive Malaysians were jungle dwelling communities without farm animals or village life, who burned their forest "kaingins" and planted their simple crops with their hands; they worshiped the spirits of the woods and the ghosts of the departed; they possessed few or none of the arts of civilized life. From this jungle life they were rescued by contact with the civilization of the Hindu. Subsequently they came under the civilization of the Arab and the European, and through these

various foreign influences the Malayan peoples have steadily developed in culture until in the Philippines their civilization approximates that of western Europe. With confidence in their own virility, they should press on in the effort to bring up their life and civilization to the highest standards of the Christian world, to which they belong.

#### THE TEACHING OF ETHICS.

This discussion of the Filipino character brings us to the subject of moral instruction and character training in the public schools. Little has been done so far by means of direct or didactic teaching. The influence of high-minded teachers, the constant effort to maintain a high standard of conduct of all teachers and pupils, the prompt punishment of common school faults, constantly exert an influence in favor of character training which, while it can not be estimated, can not be doubted. There should be, as well, intelligent and systematic instruction in ethics. Enough has been previously said to indicate my own opinion that this instruction should be built upon a clear and sympathetic understanding of the Filipino character and its own best standards of conduct. Certain admirable virtues are taught by the training given in every home, but it is undeniable that certain essential virtues are neglected in this home training. On this point the school has a responsibility which it has not adequately met, partly because the difficulties in the way are great and partly because intelligence and understanding have been lacking. Obviously moral training can best be given by the Filipino teachers themselves. Some definite requirement as to time and amount within the course of study will have to be made and then Filipino teachers will have to be prepared by courses in ethics and pedagogy to give this instruction to the children. One of the most necessary qualities to inculcate in the Filipino pupil is the love and habit of self-reliance. The feeling of dependence, the desire for assistance and protection, is inherent in the race. It is a weakness that has been greatly encouraged by a paternal government. It expresses itself in countless ways, but in no way more noticeably than in the fervid seeking for official position and official privilege.

#### GOVERNMENT SCHOLARSHIPS.

This discouragement of the practice of self-reliance comes close home to the Bureau of Education because of the large provision that has been made for student scholarships. These are of several kinds: (1) Government scholarships in the United States, the number afforded by the current appropriation bill being 130; (2) scholarships in the Philippine Medical School, one for each province of the Philippine Islands (Act No. 1632); (3) nurses' scholarships for supporting young women while receiving a training in nursing; (4) municipal scholarships provided by municipalities under the provisions of Act No. 1791; and (5)

by Act No. 1857 one hundred scholarships for municipal and Insular teachers to receive superior instruction in Manila.

The intent of these various provisions is undoubtedly excellent; several of them have operated in a way to successfully promote novel courses of training. The appointment of Government students to the United States has done much to stimulate interest in the public schools. Moreover, all scholarships provide that the person benefited shall render service at appropriate compensation to the Government or municipality providing the scholarship for a period equal to that of the scholarship. The provision last noted, whereby a hundred deserving teachers are to secure superior instruction in Manila, is welcomed for the benefits it will bring to the schools and the teachers will undoubtedly make good return for the money spent upon them. At the same time, it is believed that all of these acts of assistance on the part of the Government are wrong in principle and that they are an example of paternal aid which has an unfortunate effect upon the person benefited and upon the community at large; that they lead to the seeking of these favors on other grounds than merit and create the conviction that the Government owes such benefactions to certain fortunate individuals. It is recommended that in all cases assistance be reduced to the minimum of absolute necessities, that the obligation of making return by hearty and conscientious service be kept constantly before the students benefited and that appointment to such positions be made on merit alone. It is regrettable that many of the students appointed to scholarships in America have failed to show a commendable spirit of economy and in numerous instances have exceeded their allowances, incurred debts and spent money in disregard of the duty they owe to the country to make the most economical use of the funds provided for their education.

Reporting upon these scholarships in detail, provision for Government scholarships in America was made in 1903 by Act No. 854, and was for 100 students. Succeeding appropriations increased this provision until the number of students under appointment finally stood at 188. The standard of scholarship of the early appointees was too low for them to fully benefit by the instruction in American institutions, and in 1907, by resolution of the Commission, the examination for appointment was made the equivalent of the completion of a secondary course of study. This higher standard has resulted in very few appointments during the last two years, but there will probably be a number of competitors able to qualify at the end of this school year.<sup>1</sup> Of 196 students who have been appointed to these scholarships, 2 have died while under appointment; 5 have been obliged to return on account of ill health; 7 have been dismissed for misconduct; 60 others have returned from the United States, their terms of appointment having been completed, and have been

<sup>1</sup> The actual number of appointments for the different school years is as follows: 1903-4, 105; 1904-5, 40; 1905-6, 37; 1906-7, 10; 1907-8, 4; total 196.

appointed to Government positions—40 in the teaching service, 11 to clerical positions, 2 to positions of subinspector in the Constabulary, 2 as draftsmen, 1 as a pharmacist, 1 as court interpreter, 1 as agricultural foreman and inoculator, 1 as computer in the Bureau of Lands, and 1 as private secretary to one of the Congressional Delegates. The majority of these young men have now been under appointment from eight to ten months. An effort has been made to learn of the quality of their service; 6 are unreported upon; the service of 5 is reported as "poor;" 7 as "fair;" 22 as "good;" 20 as "superior." There will return to the Islands this summer 43 students, (4 of them being young women) of whom 11 have taken courses in civil engineering, 3 in mechanical engineering, 1 in chemical engineering, 11 in agriculture, 6 in teaching, 4 in medicine, 2 in domestic science, 1 in architecture, 2 in law, 1 in forestry, and 1 in pharmacy. Under the terms of the law, these students may take not more than sixty days of vacation after their arrival in Manila and are then under obligation to accept appointment in a suitable position in the Government service and to enter appropriate civil-service examinations to secure eligibility for regular appointment. Not counting those students who are returning this summer, there remain in the United States 76 students, in addition to whom there are 3 students who have resigned their scholarships and are in the employ of the Federal Government; there are also 3 other recently appointed students who are awaiting transportation to the United States.

In addition to the ten original scholarships in nurses' training, it is gratifying to report that four other scholarships were privately provided last year, and two other young women took this course at their own expense, a total of sixteen. For the present academic year provision has been made for thirty Government scholarships, and nine other young women have been provided with scholarships through private generosity. Of this course in preparation for nursing, the superintendent of the Philippine Normal School says:

The credit for the initiation and organization of the course is due to Miss Coleman, who was in charge of the dormitory for women students. These young women studied under the direct supervision of an American trained nurse, who gave them instruction in physiology and hygiene and the theory of nursing. They studied English and cooking in the regular classes of the Normal School, and went to one of the hospitals of the city for practical nursing each day during the latter part of the year, according to a regular schedule.

This class of work is an innovation in Filipino life, and many doubts were expressed as to the ultimate success of the venture. Thanks, however, to the ability of Miss Coleman, the originator of the scheme, and to the tact and capability of Miss Layton, the nurse in charge of the girls, the experiment may be pronounced a complete success. The young women have displayed great interest in their work along with real aptitude for it, and all have made satisfactory progress. They are now in active demand as student assistants in various hospitals in Manila.

Of students appointed to study in provincial high schools under municipal scholarships this office has no record, but it is believed the number is small. Twenty-four students are known to be holding municipal scholarships for study in this city, fourteen in the Philippine Normal School, and ten in the Philippine School of Arts and Trades.

#### MUSIC.

Music plays a large part in the life and pleasure of Filipinos. The Bureau has constantly sought to give proper musical instruction in the schools. The following standard has recently been adopted for primary grade pupils:

1. To use the voice softly and with attention to breathing and enunciation.
2. To sing the scale correctly and recognize its intervals.
3. To read simple music at sight in the keys of C, G, D, A, E, and F.
4. To write simple phrases in the above keys.
5. To sing readily exercises in 2-4, 3-4, and 4-4 measure.
6. To sing sharp four, sharp five.
7. To know the names of the notes and the pitch names.
8. To be able to sing simple two-part melodies.

A further standard has also been prescribed for intermediate schools. In the high schools the work is largely chorus singing and no definite amount is required.

A highly trained teacher of music was engaged in 1903 and has acted as supervisor of music for the Islands, and is at present instructor in music in the Philippine Normal School. Due to her efforts, a considerable interest in correct teaching of music has been developed. The aim is to have in each province a teacher competent to give this instruction correctly, who shall teach these subjects regularly in the high schools and instruct all Filipino teachers at the vacation normal institute. At the present time there are ten teachers assigned to musical instruction and supervision.

#### DRAWING.

The Filipino child is gifted with a great liking and frequently with real talent for this art of expression. A graded course of drawing is provided for primary schools, including pencil and charcoal drawing, sepia, and a small amount of work in colors. Up to the present time it has not been possible to introduce this work fully, but the effort is now being made to realize it in at least all third and fourth grades. In the intermediate course the first year should be devoted to line drawing and lettering; the second year, to geometrical drawing; and the third year, to simple mechanical drawing. A considerable proportion of high schools are provided with drawing instruments for this work but there is an insufficient number of teachers to give this instruction in all.

## THE KINDERGARTEN.

Kindergartens were established in the city of Manila in 1903. In 1905 six kindergartens were conducted in this city and there were also kindergartens in Iloilo and Cebu. These were all taught by American teachers. The work done was excellent, the results to the children and upon the families of children were interesting and valuable. Owing, however, to the limited number of children that can be reached by a single teacher and the consequent expensiveness of this instruction, there seemed small chance of making the kindergarten system general. In 1906, on the recommendation of the city superintendent, the kindergartens in Manila were closed, with the exception of one in the American School. Since that date a kindergarten has been conducted in connection with the Philippine Normal School. It would be highly advantageous if Filipino children generally could receive a year of kindergarten instruction before commencing the primary course, but there is no present way for providing it. At one time the Director had under consideration a plan for establishing in towns and villages outdoor afternoon classes, true "children's gardens," for younger children not yet admitted to the primary schools. If there were suitable playgrounds in all towns such gatherings of the little people for an hour or an hour and a half in the cooler hours toward evening might be held during the dry months. These gatherings could be given up to conversation instruction, stories, games, songs, informative plays, and lessons in politeness and conduct. Such classes would be highly welcome to the people; they would afford a valuable preparation for children before entering the primary school, and the social effect upon the community would be excellent. In time, as schools obtain suitable, well-shaded grounds it may be possible to hold such classes, using regular primary teachers trained to this additional service. In Iloilo and Cebu the instruction previously given in kindergartens seems to have been especially well received. Three kindergartens taught by Filipino teachers were conducted in the city of Cebu last year.

## EDUCATION OF GIRLS AND WOMEN.

The Philippines are fortunate among countries of the East in the position occupied by women. In the social life of the country they have a place as influential and respected as that of the men. The woman's influence in the household, in the direction of household affairs, and in the business interests of the family is preponderant. Filipinos seem to regard the judgment of the women as being cooler and wiser, and it is ordinarily adopted. Women are engaged in all sorts of occupations; besides being venders and hucksters, they are shopkeepers and frequently commission merchants on a considerable scale. There are many women of wealth who hold property independently and

manage it themselves. This is a condition which gives the Philippines a great advantage over other oriental countries. On the other hand, while the woman's influence is fully equal to that of the man in domestic and practical affairs, they have not enjoyed equal privileges of education until recently. Lately a number of women have taken law courses in private schools of Manila, though I am informed that none have passed the bar examination. There are three women students in the Philippine Medical School. Of 6,804 Filipino teachers, Insular and municipal, regular and temporary, 2,108 are women. A considerable number of young women fill positions in public offices. The Director of Civil Service states that during the last five years 1,371 young women have entered civil-service examinations in English, of whom 269 passed a teacher's examination and 153 passed a clerical examination. Since the organization of a modern telephone system in Manila, they have filled the positions of telephone girls, and in the stores of Manila there is commencing to be an increasingly large number engaged as accountants, clerks, and saleswomen. Girls do not, however, attend the public schools or any schools to the same degree as do boys. The disparity between the sexes in the primary schools is 137,974 girls to 221,923 boys. In the intermediate schools the difference is even greater. There were last year 2,898 girls and 10,481 boys in such schools; while in the secondary course, out of 1,324 students only 240 were young women. While there may always be a greater demand for highly trained men than for highly trained women, social improvement in the Philippines depends upon an educated body of women no less than upon a similar body of men.

#### THE INSULAR SCHOOLS IN THE CITY OF MANILA.

##### THE PHILIPPINE NORMAL SCHOOL.

Provision for this school was made in the act organizing the Bureau of Education, and it was first opened in 1901 with a total enrollment of 349 students; in 1902-3 the number of students was 398, and 9 pupils who had had previous instruction in Spanish schools, and were somewhat advanced in subject-matter, were given diplomas of graduation although there was no definite standard of attainment; in 1903-4 the enrollment was 455 students and of this number 14 were graded as secondary students when the prescribed course of study went into operation. The attendance on this school has steadily risen each year, being 554 in 1904-5; 645 in 1905-6; 733 in 1906-7; and 809 in 1907-8. What is even more gratifying is the higher standard of work attained. In 1906-7 two hundred of these students were secondary pupils, while in the last school year the number was 286. The secondary courses are very thorough, and the instruction, equipment, and standard are believed to be on a par with that of the best high schools of the United States. Including the early graduates there have been a total of 99 normal



graduates and 4 graduates from the literary course. Graduates from the normal course are placed by the Bureau of Civil Service on the list of eligibles for appointment as Insular teachers without subsequent examination. For the practice teaching, as well as for model and experimental purposes, intermediate, primary, and kindergarten departments are conducted. Those taking the normal school course have practice teaching in the primary grades in their third year and in intermediate grades in their fourth year. The school since its organization has been housed on the "Exposition Grounds" in Ermita in buildings erected by the Spanish Government in 1895 for a Philippine Exposition and subsequently used as a school of agriculture. These buildings, while for the most part of a temporary character, have been kept in a state of repair and with ample and well-shaded grounds have served the purpose admirably. In a way, this school and its site on the "Exposition Grounds" has been an educational center for the work of the Bureau of Education. Here have been held the vacation assemblies, and the Philippine School of Arts and Trades for several years occupied buildings on the same grounds. In connection with the Normal School, and because no other public school in the city of Manila was affording such instruction, courses in preparation for different professions have been opened from time to time. These include a course in preparation for medicine, a course in preparation for appointment as magistrate or for entrance to a law school, a course in preparation for admission to an engineering school, a secondary course in agriculture, a course in domestic science, and a course in preparation for nursing. In addition to these, a general high school course has also been conducted. The excellent laboratories in botany, zoölogy, including anatomy, physiology, and histology, in physics and chemistry, as well as the number of specially qualified teachers at this institution, have been reasons for consolidating here these varied kinds of instruction. At the present time these additional courses are more largely attended than the course in teaching. Of 334 secondary students enrolled July 23, 1908, only 60 are taking the course in teaching, 75 are preparing for medicine, 33 for law, 33 for engineering, 18 are taking the agricultural course, 17 domestic science, 41 are preparing for nursing, while 67 are taking the regular secondary course in literature, science, and history.

Other professions are appealing more strongly to students in the school than the profession of teaching, and the fundamental purpose of the institution as a training center of teachers for the entire Archipelago is not being fulfilled. One cause of this may be the fact that graduates of the Normal School on entering the teaching service have received a compensation which is not attractive enough in view of their long course of preparation. This entrance salary is ₱600, the same as the maximum entrance salary of a clerk who has passed the second-grade English

examination. A pupil who has completed the intermediate course and had four years less training than the Normal School graduates can pass the second-grade examination and receive an equal rate of pay. In justice to the long and superior training taken by graduates of the Normal School a higher entrance salary should be paid.

The special training now being given by the Normal School will be brought into some sort of relation to the work of the Philippine University, whose establishment is authorized by legislation of the last session of the Philippine Legislature. It would seem that the work of the university might grow in a natural manner out of the foundations laid by the Normal School. Up to the present the Normal School has had a history which is believed to be unique in usefulness in the career of so young an institution. By its influence, in one way or another, thousands of pupils and teachers have received help and inspiration, and by the thorough instruction given, a large number of young people are receiving excellent training. In addition to its other numerous services, the Normal School during the last year conducted a department of correspondence teaching. This course was authorized on June 20, 1907, to be given to Filipino teachers, who had completed the intermediate course of instruction. There were so recommended 634 teachers but owing to the inadequate supply of suitable texts, so large a number could not be provided with the facilities for study and only 314 took work in English, while 19 attempted work in algebra. Of the students in the English course 168 persisted through the year, and 114 did work that was satisfactory. This first year was experimental but it demonstrated the advantage of conducting such correspondence, especially as more and more the regular instruction of Filipino teachers by supervising teachers has to be given up.

#### THE PHILIPPINE SCHOOL OF ARTS AND TRADES.

Provision for the establishment of this school was made in the act organizing the Bureau of Education. It was opened in the city of Manila late in 1901. For two years great difficulty was encountered in securing students and there was a lack of equipment, no machine tools having been supplied the school. In 1905 some disused stables and wagon barns on the "Exposition Grounds" were fitted up for the use of this school and the first engines and machinery procured. This change with its equipment introduced a new spirit into the school which began to attract a desirable class of young men. A year ago the school moved into better quarters—the old "Arroceros" grounds and shops, owned by the city, with an agreement for the use of these premises for five years. The school now has the following departments all well equipped with excellent machinery and tools: Carpentry, blacksmithing, wheelwrighting, machine shop, wood carving, drafting, and weaving. There were 538

students in attendance last year. Distinctive trade work is given to boys and young men who desire to be simple mechanics. This instruction is given in all the trades mentioned above.

In addition a general four-year course in manual training is given to students who desire this work as a preparation for some branch of engineering. The course embraces one and a half years of carpentry, one semester of blacksmithing and two years of machine shop practice, with mechanical drawing throughout. The school also conducts a normal training department for the preparation of teachers to give instruction in tool work in elementary industrial schools and in intermediate schools. The outlook for the school is encouraging, but the present buildings are insufficient and a permanent site and plant must be secured.

#### THE PHILIPPINE SCHOOL OF COMMERCE.

Until the opening of the present year this school was known as the Manila Business School. It is now an Insular school and will offer the secondary course in commerce, a course which later can be introduced, it is hoped, into many of the high schools. The most serious industrial need of the Archipelago is capable, trained Filipino men of business. Philippine commerce at present struggles under a severe handicap due to the undeveloped state of three factors—markets, systems of transportation, and the system of credit. The great wholesale establishments of Manila, Iloilo, and Cebu are for the most part in European, American, or Chinese hands. These large companies conduct their own trading and transportation and make loans. Meanwhile there are in every part of the Archipelago excellent small business openings not sufficiently large perhaps to attract the European, but admirable opportunities for Filipino young men who are willing to commence modestly. Such openings at the present time are taken advantage of by one class of residents only—the Chinese. It is the development of these small businesses in large number that will do most to forward the economic development of the Archipelago. To stimulate such an interest, to train young men for such enterprise, and to disseminate intelligent information about them, is the aim of the secondary course in commerce. It will also undertake to train in public finance a class of young men who may in this manner become qualified to fill positions in the provincial treasury and revenue services. At the present time the work given in the Philippine School of Commerce, while having this large plan in view, is varied and general. There is an attendance of 266 students enrolled in the following courses: Commerce and bookkeeping, 60; stenography, 35; typewriting, 25; telegraphy, 42; intermediate business course, 104. Night classes were opened in the month of July with a present enrollment of 153 pupils.

## SCHOOL FOR THE INSTRUCTION OF THE DEAF AND THE BLIND.

One other Insular school opened in Manila at the beginning of the present academic year. This is a small school for instruction of the deaf and the blind. A year ago an accomplished and experienced teacher was engaged in the United States, who the past year has conducted experimental work instructing a small number of deaf children, at the Normal School. A considerable number of deaf children have been reported from adjacent provinces but with parents of such small means that no private provision could be made for their attendance upon an institution to give them instruction. Authority was consequently obtained to pay the expenses, not to exceed ₱20 a month, of twenty deaf children and to open a home for them in the city of Manila. This has now been done and at the opening there are eleven children in attendance. Provision will be made within a very short time for the instruction of blind children, of which unfortunate class there is in the Islands a large number owing to the prevalence of smallpox.

## SCHOOLS FOR NON-CHRISTIAN PEOPLES.

Outside of the Moro Province the pagan peoples may be divided for the purpose of this report, into three divisions, the Aeta, or Negritos, little black aborigines; the uncivilized forest Malaysians; and the mountain-dwelling Igorot.

## THE NEGRITOS.

Of the Negritos, or Aeta, there are probably somewhere between 25,000 or 30,000. They are found on a number of islands, including Luzon, Panay, Negros, Mindanao, and Palawan; but the largest known groups of them are found in the Sambales Mountains, in the forest and hill country of Camarines, and in western and northwestern Panay. There is an unknown number in the Sierra Madre Mountains, which extend for nearly 200 miles along the Pacific coast of Luzon, but nothing is known of them except in three localities, at the northern end of this mountain chain on the coast facing Palawi Island, in the mountain country between Ilagan and Palanan, and near the Pacific coast in the jurisdictions of Baler and Infanta. Indeed, the entire Pacific coast of northern Luzon has only three or four Christian towns, and has been very little explored. There are small groups of Aeta in the Cordillera of Luzon within what is properly Igorot territory. An element that once existed on the Island of Mindoro has been absorbed into the Mangyan. There are a few in the mountainous parts of the Island of Negros. There is a small group around Lake Mainit, Surigao, who are known as "Mamanua." Occasionally individuals or even family groups are met with elsewhere. Two statements made in regard to

these little blacks have been widely repeated; first, that they are rapidly disappearing; second, that they are quite incapable of cultural improvement. Both of these statements I consider to be untrue. While the Negrito has disappeared from many places where he was found in the past, at the present time he appears to be holding his own; and in defiance of the second assertion, in many communities he is making really notable progress considering his primitive condition of savagery. When unaffected by outside culture, these little black forest dwellers depend entirely upon game, honey, wild fruits, and especially roots; they use the bow and arrow, but not the blowgun, or "sumpitan," which is the projectile weapon of the primitive Malayan; their habits were strictly nomadic; probably at one time they never constructed anything except the rudest shelters of branches. But at the present time in many places the Negritos have partially or entirely ceased their nomadic wandering and settled down in well-established small communities. Here they have built houses, or at least permanent huts, and they have learned from the Malaysans their method of forest cultivation, and to plant crops of mountain rice, maize, beans, taro, yams, and tobacco. In barter with the Christian population they exchange wax, rattan, and forest products for clothing, iron, salt, and other necessities. In the mountains of Angat, Bulakan, they do a great deal of lumbering; in the hill communities of Camarines many of them have set out rather extensive fields of abaká. From their Malayan neighbors also they have learned primitive ironworking, and in some communities fashion their own knives and arrowpoints. Almost always they have dogs and in some cases fowls, swine, and even a few carabao. Now, these are very considerable steps in culture as contrasted with their primitive forest condition and are sufficient to refute the statement that the Negrito is everywhere incapable of advancement in culture.

Schools have been opened for them in five localities; in the Bukao River Valley, Sambales; in the Tarlak River Valley, Tarlak; in the mountains back of Florida Blanca, Pampanga; and in the Provinces of Camarines and Antiki. The plan is to help introduce the culture of the adjacent Christian people and at the same time to give a certain measure of oversight and counsel, and by opening in the vicinity of each school a trading place protect them from exploitation which they now suffer. Some reading and writing, knowledge of money and values, calculating and figuring, are being taught and they are anxious to have these matters understood by their young people. It is believed that the Negritos may be persuaded to form more settled communities and devote themselves more generally to agriculture. What will be the future of these little people it is somewhat hard to say. In the Camarines and in some other places they have to a considerable degree been absorbed into the Bikol population. In other places it seems,

however, that they will remain communities distinct in race although their culture will approximate that of the Christian people. In addition to the pursuits of agricultural life, they will remain the expert foresters that they are now, and with their ability to travel the woods and the mountains they will contribute to the products of the Islands those peculiar to the jungle, which is their natural home.

#### THE PRIMITIVE MALAYANS.

On a number of islands occupied mostly or in part by Christian peoples, there is an interior element who represent more or less closely the true primitive Malayan. On Mindoro these people are known as "Mangyan," on Busuanga and Palawan as "Tagbanwa" and "Palawanos." In the Bisayan Islands they were called by the Spaniards "Monteses" or "Montescos." Some years ago I proposed as a general designation for these primitive Malayan peoples inhabiting the Bisayan Islands and northern Mindanao the word "Bukidnon," a term quite widely used and meaning "hill people." This designation seems to have found general acceptance. School work has so far been conducted only among the Mangyan of western and southern Mindoro and for the Tagbanwa about Puerto Princesa, Palawan; no attempt has been made to reach the Bukidnon in Panay and Negros with schools. In northern Mindanao more comprehensive work is planned. One American teacher has been assigned to plan and organize school work in the subprovince of Bukidnon, where five schools have been opened with Filipino teachers, and in the valley of the Agusan River sixteen schools for Manobo are being taught by Bisayan teachers under an American supervisor, and a normal and industrial training school for Manobo young men has been authorized.

#### THE IGOROT.

For the Igorot of the Cordillera of Luzon, the problem is a much larger and more important one. Here we have a mountain population of several hundred thousand souls, full of vigor and hardihood. These people are not organized in tribes but in communities or towns, some of them compactly built up and containing several thousand inhabitants. They are among the most remarkable barbarous populations of the world. In physical and mental endowment they seem to be inferior to no people in the Archipelago. They have brought their steep and forbidding mountains into a remarkable state of habitableness by the construction of thousands of wonderful terraces and systems of irrigation. They mine gold and copper, and among their beautiful handicrafts are ironworking—spears, axes, and knives of varied form and fine workmanship, cotton weaving and dyeing, copper beating, brass casting, pottery, basketry, and rattan work. During the last decades of its rule

appointed to Government positions—40 in the teaching service, 11 to clerical positions, 2 to positions of subinspector in the Constabulary, 2 as draftsmen, 1 as a pharmacist, 1 as court interpreter, 1 as agricultural foreman and inoculator, 1 as computer in the Bureau of Lands, and 1 as private secretary to one of the Congressional Delegates. The majority of these young men have now been under appointment from eight to ten months. An effort has been made to learn of the quality of their service; 6 are unreported upon; the service of 5 is reported as "poor;" 7 as "fair;" 22 as "good;" 20 as "superior." There will return to the Islands this summer 43 students, (4 of them being young women) of whom 11 have taken courses in civil engineering, 3 in mechanical engineering, 1 in chemical engineering, 11 in agriculture, 6 in teaching, 4 in medicine, 2 in domestic science, 1 in architecture, 2 in law, 1 in forestry, and 1 in pharmacy. Under the terms of the law, these students may take not more than sixty days of vacation after their arrival in Manila and are then under obligation to accept appointment in a suitable position in the Government service and to enter appropriate civil-service examinations to secure eligibility for regular appointment. Not counting those students who are returning this summer, there remain in the United States 76 students, in addition to whom there are 3 students who have resigned their scholarships and are in the employ of the Federal Government; there are also 3 other recently appointed students who are awaiting transportation to the United States.

In addition to the ten original scholarships in nurses' training, it is gratifying to report that four other scholarships were privately provided last year, and two other young women took this course at their own expense, a total of sixteen. For the present academic year provision has been made for thirty Government scholarships, and nine other young women have been provided with scholarships through private generosity. Of this course in preparation for nursing, the superintendent of the Philippine Normal School says:

The credit for the initiation and organization of the course is due to Miss Coleman, who was in charge of the dormitory for women students. These young women studied under the direct supervision of an American trained nurse, who gave them instruction in physiology and hygiene and the theory of nursing. They studied English and cooking in the regular classes of the Normal School, and went to one of the hospitals of the city for practical nursing each day during the latter part of the year, according to a regular schedule.

This class of work is an innovation in Filipino life, and many doubts were expressed as to the ultimate success of the venture. Thanks, however, to the ability of Miss Coleman, the originator of the scheme, and to the tact and capability of Miss Layton, the nurse in charge of the girls, the experiment may be pronounced a complete success. The young women have displayed great interest in their work along with real aptitude for it, and all have made satisfactory progress. They are now in active demand as student assistants in various hospitals in Manila.

Of students appointed to study in provincial high schools under municipal scholarships this office has no record, but it is believed the number is small. Twenty-four students are known to be holding municipal scholarships for study in this city, fourteen in the Philippine Normal School, and ten in the Philippine School of Arts and Trades.

#### MUSIC.

Music plays a large part in the life and pleasure of Filipinos. The Bureau has constantly sought to give proper musical instruction in the schools. The following standard has recently been adopted for primary grade pupils:

1. To use the voice softly and with attention to breathing and enunciation.
2. To sing the scale correctly and recognize its intervals.
3. To read simple music at sight in the keys of C, G, D, A, E, and F.
4. To write simple phrases in the above keys.
5. To sing readily exercises in 2-4, 3-4, and 4-4 measure.
6. To sing sharp four, sharp five.
7. To know the names of the notes and the pitch names.
8. To be able to sing simple two-part melodies.

A further standard has also been prescribed for intermediate schools. In the high schools the work is largely chorus singing and no definite amount is required.

A highly trained teacher of music was engaged in 1903 and has acted as supervisor of music for the Islands, and is at present instructor in music in the Philippine Normal School. Due to her efforts, a considerable interest in correct teaching of music has been developed. The aim is to have in each province a teacher competent to give this instruction correctly, who shall teach these subjects regularly in the high schools and instruct all Filipino teachers at the vacation normal institute. At the present time there are ten teachers assigned to musical instruction and supervision.

#### DRAWING.

The Filipino child is gifted with a great liking and frequently with real talent for this art of expression. A graded course of drawing is provided for primary schools, including pencil and charcoal drawing, sepia, and a small amount of work in colors. Up to the present time it has not been possible to introduce this work fully, but the effort is now being made to realize it in at least all third and fourth grades. In the intermediate course the first year should be devoted to line drawing and lettering; the second year, to geometrical drawing; and the third year, to simple mechanical drawing. A considerable proportion of high schools are provided with drawing instruments for this work but there is an insufficient number of teachers to give this instruction in all.



YASAL GÖRÜŞLER



BARRIO SCHOOL, CEBU.



BARRIO SCHOOL, CEBU, ERECTED IN 1904 BY THE USE OF "RELIEF RICE."

YASUJI OKAMOTO



**PRIMARY SCHOOL BUILDING ON THE ISLAND OF DINAGAT, COAST OF MINDANAO.**

This building is constructed of hardwood. The work was very largely done by Filipino teachers and pupils. Building still unfinished.



**INTERMEDIATE SCHOOL AT KABADBARAN, AGUSAN PROVINCE, MINDANAO.**

Built of hardwood with cement foundation and nipa thatch. This thriving town has grown up from an insignificant village within the last six or seven years.

YHAAHJ OHOHATZ



**HIGH SCHOOL CADETS, SURIGAO.**



**PHYSICAL DRILL, HIGH SCHOOL CADETS, SURIGAO.**

visual cortex

girls was started at Bontok. The plan of these schools is to give the children a comfortable home, food and clothing, and a training in tool work and agriculture, as well as in academic subjects. Until the last school year there was no adequate provision for buildings for these schools. There have now been constructed a good dormitory and shop building at Baguio; at Bua the girls' school is housed in a building made in part of wood; the school at Cervantes occupies a large recently completed wooden building; at Alilem the buildings are of light materials; at Bontok a boarding school building was erected in 1902, but lately had to be torn down owing to faulty construction. Its materials have been utilized in putting up a smaller building which accommodates the school for little girls, and 130,000 bricks have been made under the direction of the supervising teacher, for the erection of a new school building. At Banawe two temporary buildings have been constructed, one neat building of wood erected, the walls of a dormitory building are up, and the concrete foundations laid for a large general school building. At Kiangnan 30,000 bricks have been burned for a building there.

These boarding schools have not been an unqualified success. The Igorot dislike to have their children go away from home. The boys prefer the free life of the village to the discipline of the school and frequently play truant and run away. One of the schools, that at Cervantes, is unfortunately located. It was placed here because this town had been selected as the provincial capital. It is, however, entirely removed from any large Igorot center and the whole locality has proved to be unhealthy. This school will have to be removed or discontinued. My own opinion of industrial boarding schools for these people is that, while they are apparently necessary in order to train boys from villages where it would not be possible to send a teacher, they are not ideal educational institutions. If carried too far and made too large they are likely to show all the objectionable features of Indian boarding schools in the United States. By removing the boy from his home they educate him in some degree away from his community, which also loses the benefit of the presence of the school. As fast as Igorot boys can be trained as teachers, village schools will be opened. This plan has been carried out in some degree already, utilizing in many cases the services of young Ilokano teachers. Eleven village schools were conducted last year in Benguet; in Amburayan five; and in Lepanto and Bontok thirteen more. In Ilokos Norte and Ilokos Sur schools of a similar character were conducted for the Igorot and Tingian villages in those provinces. The best results obtained in any of these village schools are seen in the supervising district of Kabayan, the Agno Valley of Benguet Province. Seven of the teachers are young Igorot men. In all of these towns there are school gardens. Basket making is taught



at Bokod, pottery making at Daklan, blacksmithing and carpentry at Kabayan. At Kabayan, Daklan, and Bokod cloth weaving is taught the girls. Fourteen of the looms used were made by the Igorot people and are the property of the girls using them. Five good school buildings have been put up, all of them with one exception made of pine lumber laboriously hewn out by Igorot axmen. These buildings were put up without cost to the Government except for the nails, paint, and glass. In the supervising district of Kayan, Bontok, by using Igorot skilled craftsmen, instruction was given in iron forging, pottery making, and the casting of brass. Six new village schools have been opened in the district of Bontok this year. The people have voluntarily built the schoolhouses. The work in Abra merits special mention. Here the Tingian, while not differing ethnologically from the inhabitants of the higher mountains, stand in plane of culture midway between the Ilokano and the Igorot. They are peaceful, well disposed, and prosperous. They have shown themselves extremely eager for schools and no less than twenty-three village schools were conducted last year in Abra among the Tingian, with an attendance of 940 children.

To these should now be added the industrial training school for boys at Lagangilang, Abra, which has several serviceable buildings made in part of light materials.

While the Igorot generally wish schools for their boys, they show a good deal of opposition to allowing girls to attend. The little Igorot maid begins her work in the camote patch at a very early age, and her labor is valuable. With the idea of affording the girl the chance at training and of introducing an industry the product of which is highly prized, loom weaving of the Ilokano pattern was attempted in a small way at Bua, Benguet, about four years ago. The plan has succeeded and now no less than six schools in Benguet are giving training in loom weaving to Igorot girls, who in addition to the practice of this art learn a great deal that is useful and valuable to them of the care of their persons and their homes. If her handiwork at the loom can be made more valuable than her service in the field, she may thus secure relief from a kind of labor that seems too burdensome for her sex and not for the best interests of the community.

Altogether school work among these interesting mountain peoples promises to succeed. The people recognize the desirability of it at least for certain classes of their young men. The Spanish Government administered local affairs among them through the employment of Ilokano secretaries or "directorcillos." The Igorot are very anxious that members of their own race should fill these positions and thus free their communities from an official oversight which they do not consider desirable. There is a need in each district of a class of young men with schooling to be town officials, "camineros" or road overseers, officers in the Constabulary, which is largely recruited from Igorot, storekeepers in

the Government exchanges, school-teachers, etc. The whole future of this mountain race is fraught with great interest. Under peaceful conditions, with their splendid strength, their habits of industry, their conspicuous honesty and reliability, they ought to develop into one of the most prosperous and pleasing mountain populations in the world.

#### AMERICAN TEACHERS.

By Act No. 74 of the Philippine Commission provision was made for appointment of 1,000 American teachers. There were never, however, this number on duty at any one time, the highest number reached having been 928 in March, 1902. In 1905 the number allowed by law was reduced to 861; in 1906 it was further reduced to 800; in 1907 it was raised to 820; and at the present time it is fixed at 795. Owing to the conditions of the service, a certain number of teachers resign during the course of the academic year, and these separations are most numerous at the conclusion of each school year in March, so that the beginning of each new year in June finds this Bureau short of a considerable number of teachers. On June 30, last, there were in the Bureau under regular appointment 722 American teachers, of whom 535 were men and 187 women. Of these 722 regular teachers all but 85 have civil-service examination status.

#### THEIR SCHOLASTIC ATTAINMENTS.

As regards their scholastic attainments, of the total of 722, 253 are college graduates, representing 130 colleges and universities; of these institutions, the University of California graduated 12; the University of Michigan 10; the universities of Indiana and Chicago 9 each; the universities of Kansas and Iowa 7 each; Harvard, Cornell, and Stanford, 5 each; Yale, Boston, State College of Kentucky, and Nebraska, 4 each; the universities of Missouri, Ohio, Illinois, Drake, Purdue, Colby, Dartmouth, Georgetown, Lake Forest, St. Charles, Olivet, Asbury, Grove City, and Holy Cross, 3 each. There are 108 teachers who are graduates of normal schools. The educational attainments of the rest of the corps are various; many have completed a part of a college or normal course; 9 have the degree of bachelor of laws.

#### STABILITY OF THE SERVICE.

Much has been said relative to the instability of the teaching service. The force does change considerably from year to year, but of regular teachers in service June 30, the service of 6 dates from 1900, 133 from 1901, 35 from 1902, 52 from 1903, 138 from 1904, 56 from 1905, 90 from 1906, 118 from 1907, and 94 from 1908. From this it appears that 364, or about 50 per cent, were appointed previous to 1905, while 139, or 19 per cent, were appointed previous to 1902 and have a period of service in most cases which amounts to seven years. This table

does not take account of the directors and superintendents, who were appointed to the teaching service as follows: In 1900, 2; in 1901, 34; in 1902, 3; in 1904, 1; total 40. I think these figures demonstrate a greater stability of the teaching force than is ordinarily supposed. Certainly few branches of the Philippine service can show a directive staff so generally composed of men whose entrance into the service was contemporaneous with the organization of civil government. It is also encouraging to be able to state that there is a growing desire on the part of teachers formerly in the service to return after one or two years of absence in America. These teachers are especially desirable because of their previous experience. There were 28 reinstatements of this sort made during the school year ending June 30, 1908, as against 11 reinstated in the previous year.

During the past year the Bureau lost 132 teachers. Of this number 113 resigned; 3 were dismissed for the good of the service, and 16 teachers transferred to other Bureaus of the Government; among these, 2 went to the Bureau of Agriculture, 2 to the Bureau of Audits, 2 were appointed deputy provincial treasurers, and 1 became chief clerk in a provincial treasurer's office, 1 was appointed treasurer of the non-Christian province of Agusan, 1 was appointed lieutenant-governor of the subprovince of Amburayan, 1 assistant to the governor of Agusan.

#### LOSSES BY DEATH.

It is with regret that the loss by death of six American teachers during the past year is reported:

Mrs. Ella J. Redford, died in Manila of heart disease, on October 20, 1907.

On November 12, 1907, Mr. Arthur G. Crane died at Manila of amebic dysentery.

On January 28, 1908, Miss Anna E. Hahn was murdered in her home at Batangas. This act was committed by three Filipinos and the object was robbery. The murderers were apprehended and convicted, two of them being sentenced to death and one to fourteen years' imprisonment.

On February 28, 1908, Mr. Emery C. Lowe died at Cebu of appendicitis.

On April 3, 1908, Mr. W. J. Duncan died at Tuguegarao, Kagayan, of intestinal obstruction.

Early in May, 1908, Mr. Tilden R. Wakely was murdered by pagan hill people in the mountains of southern Negros. Mr. Wakely was accompanying Mr. Everett, a forester, on an extensive exploration of this part of the island; they had with them two Filipino rangers and a Filipino servant; all of them were murdered at night while in camp. Their remains were recovered by Maj. George B. Ahern, Director of

Forestry, and Lieutenant Ford, senior inspector of Oriental Negros, in command of a party of Constabulary, and brought to Manila, where they have been interred.

#### ASSIGNMENTS OF AMERICAN TEACHERS.

To fill vacancies, a large number of teachers are appointed each winter and spring from eligibles who have passed a civil-service examination. Last year these appointments were made in the United States by the Director of Education while on leave. This year similar action has been taken by Mr. Frank R. White, Second Assistant Director of Education, likewise on leave in America. Since the 1st of April 114 new teachers have arrived. Thirty more are en route. The most important work done by teachers is as district supervisors. A district usually embraces a number of pueblos and the schools are often widely scattered as well as numerous. The work then is a severe test of physical endurance and hardihood, especially in the typhoon season. Last year the number of supervising districts was too few, the districts in many cases too large, and the duties thus imposed too onerous. During the division superintendents' convention at Baguio a thorough canvass of the field was made with the view of increasing the number and diminishing the size of districts. This has resulted in the establishment for the ensuing year of 460 supervising districts, of these 390 are covered by American teachers, twenty of whom supervise an additional district, and 70 by Filipino Insular teachers who are appointed to be supervising teachers, "acting supervising teachers," or "assistant supervising teachers." Two hundred and eighty American teachers are necessary for the provincial high schools, 80 for intermediate schools, and 95 for schools in the city of Manila. This makes a total of 825 teachers requisite for school work as at present organized. To cover the number of positions between the number fixed by appropriation, 795, and that required, authority is given by legislation for the engagement of temporary teachers who have no civil-service status and who are paid only for the actual period of teaching.

#### PROMOTIONS IN THE SERVICE.

Much difficulty has been experienced since the organization of the service in retaining teachers because of the inadequacy of compensation compared with clerical or skilled positions for which, in a great number of cases, teachers are qualified. As long as so large a number of Americans have to be brought from the United States, the service will be expensive but the advantages of high-grade men and women have been abundantly demonstrated. Great pains are taken in their selection to exclude all but teachers of high standard. They must be under 40 years of age, robust, without physical weakness or disability; of good

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character and blameless life; and they must pass a civil-service examination which is a test of their literary qualifications. Such teachers are usually appointed at an entrance salary of ₱2,400, though at times the salary schedule compels offering only ₱2,000. For the first six months of service a teacher is on probation. If he proves to be uncultivated and boorish in manner, slovenly in dress, a shirker or time-server or a carper, inaccurate in his language and work, or lacking in the requisite moral qualities of courage, patience, honesty, and self-control, then he is not fitted for the service and is not up to the standard set by the great majority of his fellows. Satisfactory service with the Philippine Government usually brings comparatively frequent promotion. In the teaching service these promotions are usually made on recommendation of the division superintendents. As the salary schedule now stands there are 52 at ₱2,000 and 290 at ₱2,400, the usual entrance salaries for properly qualified teachers. There are 140 positions at ₱2,600; 150 at ₱2,800; 100 at ₱3,000; 50 at ₱3,200; 12 at ₱3,600; and 1 at ₱4,000. For the guidance of superintendents in making their recommendations, the following policy was recently announced: That markedly good men should be recommended for promotion to ₱2,600 after a full year of service; and at the end of two years to ₱2,800, although the limited number of positions does not always permit the recognition of meritorious service as promptly as it should be given. Principals of high schools with all the essential qualifications of training, fitness, and experience in the service, should have ₱3,000, and in a few exceptional schools even more. A few teachers in high schools who have had special university training to teach literature, languages, history, and science should after several years of service receive as much as ₱3,000; other high school teachers should receive less. The remainder of the higher positions at ₱3,000 and ₱3,200 should be filled by supervising teachers whose service has been long, arduous, and especially meritorious.

#### THE FILIPINO TEACHER.

A limited number of Filipino teachers are Insular teachers, appointed by the Director of Education, as a result of civil-service examination, with temporary Insular teachers appointed in the absence of regularly qualified appointees. Municipal teachers are appointed by division superintendents under regulations prescribed by the Director of Education, and are paid from municipal school funds. The former class was created to render assistance to certain municipalities whose school funds were lacking and also to make the teaching service more attractive by providing a limited number of positions superior in remuneration and tenure to those of the municipal service. On June 30 there were 282 under regular appointment. The mean salary for these positions is

about ₱600 annually; there were 83 drawing less than this figure and 113 drawing more than this figure. There were also 339 under temporary Insular appointment. Of municipal teachers there were last year 6,211 engaged, of whom 4,212 were men and 1,999 women. Filipino teachers have been segregated into two classes, regular and temporary; the regular are those who have passed an examination prescribed by the superintendent of the division and whose academic attainments in school efficiency are of recognized grade; temporary teachers are those who have not these qualifications and who receive not an annual salary but a monthly wage for the actual time in which they are engaged in giving instruction. The average salary for the entire Archipelago is ₱18.39 per month for men and ₱18.70 for women; for temporary teachers, ₱15.54 for men and ₱18.92 for women. In spite of the fact that the qualifications of teachers have risen steadily, this is actually a less average salary than was paid in 1904, when the average salary of men teachers was ₱20.76 and of women teachers ₱20.99. This is a reduction of salary to an amount insufficient to maintain a family and below the wage of manual labor in many parts of the Archipelago. The highest compensation paid in any division last year was in Manila, where the men were paid ₱72 per month and the women ₱67. The next is Bulakan, with ₱25.25 for the men and ₱25.65 for the women. In addition to Manila and Bulakan nine provinces paid an average salary to both sexes of ₱20 or a little better. In two provinces—Bohol and Ilokos Norte—the average compensation for both sexes fell a little below ₱10. The fact that on an average, and quite generally, women teachers receive a little more than men teachers speaks well for the character of their service. It is, however, in large part attributable to the fact that barrio school positions are filled by very young men, students just out of intermediate or high schools, who are induced to begin their service at a low rate of compensation. It would not be possible to secure teachers for the service were it not for the fact that they receive a training and education in general school subjects during their period of teaching, but after this training is secured and the teachers become really valuable they leave a service that promises so little. The time has come when the salary of municipal teachers will have to be put on a satisfactory business basis. An average compensation of at least ₱30 a month will be necessary. The attainments of these teachers are steadily rising. When it is considered that the great majority have received their entire academic instruction, as well as their professional training, since the American occupation, it is an important achievement to have produced over 6,000 teachers able to give primary and in some cases intermediate instruction in the English language. These teachers are graded for academic attainments in the same manner as school children, and carry on studies that are primary, intermediate, or secondary. From time to time they are required to



pass examinations as a result of which, and of their regular work, they are advanced in grade. Out of the total of 6,786 reported on (including 575 Insular teachers) 5,041 are classified as intermediate scholars. The class of teachers who have not yet completed the primary course is disappearing. While still found in a few provinces, it is probable that during the present year teachers with such slight attainments will be entirely dispensed with or graduated out of the primary studies with the exception of certain teachers of arts and handicrafts, who are engaged not for their book knowledge but for their manual skill. Those in the intermediate course were classified last year as follows: Grade V, 1,881; Grade VI, 1,825; Grade VII, 1,335. There are 709 teachers pursuing secondary studies who are classified: First year, 619; Second year, 41; Third year, 38; Fourth year, 11. For the purpose of this examination of their attainments, Insular teachers have been included with municipal teachers. These teachers perform service as class-room instructors, as principals of intermediate schools, and as supervising teachers. In the last-named positions executive ability, fidelity to duty, and influence with the people of the community are requisite. How well Filipino teachers are suited by character and present attainments to fulfill this duty is an interesting and important question. As above stated, 70 are either serving as supervising teachers, assistant supervising teachers, or acting supervising teachers. It seems to be pretty thoroughly demonstrated that certain Filipino teachers are able to do this work as well as any one can. The Province of Albay reports one Filipino supervising teacher equal to any; Antiki especially recommends the work of two; Batangas reports three men of energy, force, and reliability; Misamis, at least one. Filipino supervising teachers are found in thirty out of thirty-eight school divisions, and in no case have these men been assigned to these positions without the approval of the division superintendent, which argues that their capacity is believed in and trusted to the extent of a trial. The city superintendent of Manila, however, states in his report:

The development of the Filipino teacher continues as the most serious problem at present existing in the city schools. The earlier entertained hope of rapid and consistent development up to an effective independent working standard finds only slight justification in developments to date. The position of those who formerly believed that in the Philippines teachers could be developed more rapidly than in the United States has become untenable and a normal rate of development is at present considered a very satisfactory standard of performance. It is found that a large number of Filipino teachers perform certain of their class-room functions in a very satisfactory manner; a smaller number are fairly good general class-room instructors, working however within limits of certain grades; a still smaller number, usually occupying principal's positions, possess some degree of administrative ability, always assuming, however, the existence of limitations which cause a halt before the point of independent operation is reached.

## TEACHERS' INSTITUTES.

For the training of Filipino teachers, the daily or weekly training class conducted by the supervising teacher is still continued in a majority of provinces and towns. In some cases, owing to the size of districts or other disadvantages attendant upon this work, these training classes have been given up. In all provinces the annual normal institute is still adhered to. These are held at different times in different divisions, usually being set for the period of harvest when school attendance is low. There were thirty-five such institutes held last year with an average session of about five and a half weeks each. They were attended by 6,671 teachers and "aspirantes." In all of these institutes large emphasis was laid upon training in industrial arts and handicrafts. These institutes exert a very beneficial influence upon the teaching spirit, drawing together from different points the teaching force for a month of really hard and serious work, enlivened by concerts, receptions, dances, and excursions. The department of city schools of Manila, in place of an institute extending over a number of consecutive weeks, is able to give more extensive instruction by holding a daily teachers' school during most of the months of the school year. This school meets in afternoon session at the building of the Manila High School.

## VACATION ASSEMBLY IN MANILA.

The vacation assembly, which on two previous years has been held in Manila for both American and Filipino teachers, was divided this year: that primarily for Filipino teachers was held in Manila at the Philippine Normal School, and that for American teachers and such Filipino teachers as wished to attend was held at Baguio, Benguet. The sessions at the Normal School in Manila convened Monday, April 20, and closed Friday, May 15. There were courses offered by 28 American teachers and 20 Filipino teachers. Besides the ordinary academic branches, these courses included music, primary busy work, gardening and agriculture, hygiene and sanitation, civics and Philippine history, woodworking, drawing, silk culture, a course in the care and decoration of schoolhouses and grounds, and instruction in primary industrial work consisting of weaving mats, baskets, fans, hats, weaving and spinning of cloth, dyeing and bleaching. Two excursions to outside provinces and numerous excursions about the city were made. The class in civics and Philippine history by special invitation, on two occasions, visited the Philippine Assembly and observed the work of that body. By arrangements with the Italian Opera Company about 300 teachers attended a special performance at the Grand Opera House. Two public addresses were given and on the closing session there was an address by the Hon. Sergio Osmeña, Speaker of the Assembly. A chorus of 80 teachers

was organized. There were 612 teachers in attendance, of whom 396 were male and 216 female, 3 were American teachers, 103 Insular Filipino teachers, and 506 municipal teachers. No teachers were admitted whose academic attainments ranked below Grade VI; 176 were of secondary grade, 18 graduates of the Normal School, and one a Government student returned from the United States. These teachers assembled from 33 different provinces, all school divisions being represented except Benguet, Oriental Negros, Nueva Vizcaya, Sorsogon, and Surigao. Panganga furnished the largest number, 152; Rizal, 100; Bulakan, 73; Pangasinan and Cavite, each 41; Ilokos Sur, 32; Tarlak, 29; city of Manila, 23; Sambales, 16; Batangas, 15; Albay, 13; the other provinces a few each.

At the School of Arts and Trades, all the trades departments were kept in operation and a large amount of school furniture and equipment, including all needed by the School of Commerce, was produced. Teachers desiring to fit themselves in industrial work entered these departments at their option and continued as long as their means and leisure permitted. By such courses as these, great strides are made in the introduction of new subjects and new methods, and in awakening a spirit of professional interest in the teaching service.

#### THE BAGUIO TEACHERS' CAMP AND ASSEMBLY.

The decision to establish a teachers' vacation camp and hold an assembly in the mountains of Baguio, Benguet, was due in large measure to the urgent invitation of the governor of the province. Approval for the plan was given January 18. The arrangements for camp were very complete; 120 tents were purchased from military stores in the United States and 30 tents were manufactured in this city. Accommodations for 360 tenters were thus provided. The site is that chosen for the newly erected buildings of the Baguio Industrial School for Igorot boys, and consists of a little valley and surrounding slopes and knolls, well timbered with pine. Several small glades contain springs and are grown up with myrtle, tree ferns, and the striking tropical vegetation of these summits. The altitude of the camp is about 4,750 feet above sea level; the air is usually cool through the day and at night it may be surprisingly cold. It offers a decided change from the heat of the lowlands and coastal plains which is greatest at this season.

Tent floors were made by contract; water was piped from a spring about a half mile distant and a storage tank built from which a distributing system carried water under pressure to nearly all parts of the grounds; a bath house with facilities for hot as well as shower baths was provided; the sanitary arrangements were made as complete as possible.

A considerable amount of labor was expended in clearing the site, in building a graded road through the property, and in laying out paths. It was necessary also to drain the meadow at the bottom of the valley. Four assembly tents were put up for kitchen, dining, and storage purposes, and two other tents with wood floors for class-room purposes. A nipa and swali building which had been used in Manila for the school exhibit at the Philippine Carnival was transported to Baguio, set up there and used for assembly purposes at a cost of about ₱200. It was named the "Ramada." Special rates for teachers and other employees of the Bureau were obtained from the Manila and Dagupan Railway and the Jenkins' Transportation Company, which enabled the round trip from Manila to Baguio to be made at a cost of ₱28.25. A concession was given the Benguet Commercial Company to supply meals at the rate of ₱2.75 per day, or ₱75 per month. The camp was opened April 6 and closed May 30; it was attended by 217 adults and 24 children; the highest number in camp at any one time was 190. The vacation assembly opened on April 20 and closed May 15. Four lecturers were present from the United States. These were Prof. W. D. MacClintock and Prof. Frederick Starr, of the University of Chicago; Dr. Jesse D. Burks, Principal of the Teachers' Training School, Albany, New York; and Prof. Guy H. Roberts, of the University of California. Through the generous coöperation of the above-named institutions, the services of these gentlemen were loaned to the Bureau of Education without other cost than their travel and maintenance expenses. The list of regular courses offered was as follows: By Professor MacClintock, Shakespeare's greater plays, and literature in the elementary schools; by Professor Starr, general anthropology, and general ethnology; by Dr. Burks, genetic psychology, and present day educational tendencies; by Professor Roberts, the Government of the United States, and contemporaneous problems in government; by Dr. Bean, of the Philippine Medical School, heredity; by Prof. Manuel Gaytero, of the Bureau of Education, three courses in Spanish. These courses were given in the forenoons between the hours of 9 and 12. Two hundred and seventy-nine individuals enrolled in these classes, and the lectures were taken advantage of by a considerable number of visitors at Baguio who were not residents of the teachers' camp. By arrangement with the Constabulary Band, twelve morning concerts were given by that organization, and one concert by the Tenth Cavalry Band through the courtesy of the commanding general of the Philippines. Other camp recreations included camp fires, dances, and a "kanyao" by the Bontok-Igorot laborers, ball games, a field day, and numerous horseback excursions, several of these extending over a number of days. There were sixteen public lectures given by the members of the

faculty, a list of which is given below;<sup>1</sup> two lectures on experimental horticulture by Professor Petrelli, of the La Trinidad experimental station, a number of addresses at the division superintendents' convention, including an opening address by His Excellency the Governor-General, an address by the Hon. Dean C. Worcester, Secretary of the Interior, and addresses by the visiting professors on the opening day of the assembly, and on the invitation of the teachers sermons on two Sunday evenings by Bishop Charles H. Brent and Rev. Dr. J. B. Rodgers. Under the leadership of Professor Starr, an anthropological conference was held lasting three days, from Monday, May 11, to Wednesday, May 13. The object of this conference was to arouse teachers to pursue ethnological investigations and contribute the results of their studies. On the first day the conference was addressed by Professor Starr on the subject of "What can and should be done;" on the second day Dr. Barrows gave "An Outline of Philippine ethnology;" on the third day a number of short papers were given: "The Ilongot," by Dr. Barrows; "The Gong Music of Mindanao," by Miss Elizabeth H. Metcalf; "Mendelian Heredity and its Relations to Man," by Dr. Bean; "The Dress of the Bagobo," by Miss Sarah S. Metcalf; "Some Survivals of Malay Customary Law in the Philippines," by Judge Lobingier; "Ilokano Superstitions and Practices," by Herbert M. Damon; and "Bisayan Proverbs," by George T. Shoens.

Through the coöperation of the Bureau of Printing, a daily paper—The Teachers' Assembly Herald—was published six times a week during the assembly. Twenty-seven issues were brought out, the final one containing important announcements relating to school work at the opening of the school year. This little periodical contained each day epitomes of the class-room instruction in the various courses and longer résumés of the public lectures given. It proved to be of very great assistance to the educational work, and as it was sent out to all teachers of the Bureau, to Government officials, and friends and educators in the United States, it is believed that it accomplished much in awakening interest in the

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<sup>1</sup> April 21, Prof. Starr, "The Congo Free State;" April 22, Prof. MacClintock, "Whitman's Passage to India;" April 23, Dr. Burks, "The George Junior Republic;" April 27, Prof. Roberts, "The Reform of the English House of Lords;" Dr. Whitford, of the Bureau of Forestry, "The Forests of the Philippines;" April 28, Prof. MacClintock, "The Comic Spirit and Its Levels of Manifestation;" Dr. Whitford, "The Forest Products of the Philippines;" April 29, Prof. Starr, "Mexico as a Field for Folk-Lore Study;" Dr. Whitford, "Forestry in the Philippines;" April 30, Prof. Roberts, "The San Francisco Graft Exposure and Good Government Movement;" May 4, Dr. Bean, "General Principles of Heredity;" Prof. Starr, "The Hairy Ainu of Japan;" May 11, Prof. MacClintock, "Ibsen's Reform in Drama;" Dr. Burks, "The Theory of Evolution;" May 12, Dr. Bean, "Theories of Development and Heredity;" May 13, Dr. Bean, "Mendelian Heredity;" May 14, Prof. MacClintock, "Wordsworth's Doctrine of Joy."

assembly idea. Due to the high character of the instructors, the educational work of the assembly was admirable, equal in quality if not in scope to that given by any university summer school or "Chautauqua" in America. The opportunity for intellectual refreshment was eagerly embraced and the lectures were attended by practically all residents of the camp. The health and sanitation were excellent. The health officer of the province stated that in his opinion there was no case of preventable illness. There were several accidents, numerous cases of mountain diarrhea, but nothing to indicate the presence of infection. The life of the camp was most harmonious; not a single instance of improper conduct or disagreement between occupants of the camp was reported to the Director. It is impossible to praise too highly the work of the property clerk and the employees of his division upon whom rested the arduous and important work of installing the camp and caring for its needs. In spite of the large amount of property handled and issued to the occupants of the camp, and the further fact of a typhoon which did considerable damage in the latter part of May, the actual loss of public property aggregated only ₱31.53.

The annual convention of the division superintendents was held during the week beginning Monday, May 4. The convention was attended by nearly all of the superintendents of the Islands, and coming at this time, shortly before the opening of the school year, was found to be of especial value. Besides discussions of the school policy, it enabled the Director and First Assistant Director to take up with superintendents the needs of their respective divisions and make provision for them. The result is that no previous school year has ever opened with the same amount of intelligent knowledge of the needs of each division.

The actual cost of the camp and assembly is as follows: For permanent equipment, including tents, tent furniture and supplies, tent floors, plumbing materials, materials for bath houses, and all other unexpendable supplies, ₱37,886.95; for conducting the Assembly Herald, ₱1,225.68; for ambulance and team, ₱1,100.50; for transportation of supplies, ₱3,199.12; travel expenses to and from United States and maintenance in the Islands of the instructors, ₱2,827.42; travel and maintenance of office employees on duty in Baguio, ₱2,168.52; labor, ₱6,366.73, including the expense of clearing the grounds, building a graded road across the site, laying out paths, draining the valley, building a bath house, installing water system, remodeling tent floors, reconstructing the "Ramada," sanitation and care of the camp; a total of ₱53,774.97; purchased out of this sum is property to the value of over ₱41,000 on hand for subsequent occasions. This property is stored in the "Ramada" in charge of a bonded custodian. The only unpaid charges known to exist are the charges for one roll of tarred paper and return travel expenses to the United States of one of the visiting professors.

The advantages to the teaching force of a summer assembly of this kind are believed to be inestimable. Such gatherings bring about a personal acquaintance between directors, superintendents, and teachers that dissipate the misunderstandings that arise through the peculiar organization of the service; they promote the professional feeling and loyalty to the service, and they greatly stimulate the intellectual interests of all who attend. The opportunity offered by such an annual gathering for conference on questions related to educational, political, and social endeavor is important. The continuance of this assembly annually for a number of years would probably result in its becoming one of the most important educational institutions in the Islands. The practice of bringing instructors from abroad should be continued, and from time to time should include educators not only of the United States but of the adjacent countries of Japan, China, Indo-China, and the Malay Peninsula. In this way the benefits of comparative study and conference may be had.

#### DIVISION SUPERINTENDENTS AND THEIR WORK.

Each division superintendent has his office in the capital town of the province which constitutes his division. By the provisions of Act No. 447, his office is to be supplied and furnished by the province. In some cases this has been done very satisfactorily; in others the equipment is notably deficient. It is desirable that division superintendents spend a large share of the time in visiting and inspecting schools. The work of each supervising teachers should be intimately known to the division superintendent, whose visits should extend to every school in his division, even the most remote. The selection and promotion of municipal teachers rests with him and while, he may properly be guided in this matter by the advice of supervising teachers, the responsibility is his and he should have as close an acquaintance as possible with the character and service of municipal teachers. The division superintendent is clearly the important administrative officer of the Bureau of Education. He is in close touch with the people, and his knowledge of the province and its social problems is not surpassed by that of any other official. In many of the provinces the work of school inspection and visitation is arduous and, during the stormy season, perilous.

In view of the great importance of their field work, it is unfortunate that division superintendents are necessarily burdened with a really excessive amount of office work. In addition to the selection and appointment of municipal teachers, the division superintendent makes out the municipal school "presupuestos," or estimates, for submission to the municipal councils and he must approve all expenditures from municipal school funds. In some of the larger provinces with forty or more municipalities, this in itself means the planning of the expenditure and the checking of disbursements to an amount exceeding ₱100,000, which alone is a matter of no small responsibility. There is also the

important work of school-building construction for which funds have to be provided, land titles registered, and frequently the construction overseen. There is a constant responsibility in adjusting differences and misunderstandings, and in handling cases of discipline. If a teacher's life or health is threatened, the superintendent goes to his relief; he has to accompany new teachers to their stations, install, instruct, and train them in their duties. The intermediate schools and the provincial high school are likewise subject to his immediate direction. The following reports have to be regularly prepared and submitted to the Director of Education: Each month, a general report of enrollment and attendance of all schools, a service report and an absence report of all American and Insular teachers; each quarter, a character and efficiency report of all teachers, municipal included, a report of property consumed; each half year, an efficiency report on clerical force, a report of school examinations and promotions; each year, a report of school work done in the division, report of school finances, report on the number and condition of school buildings, inventory of books and supplies on hand, and report on needs for ensuing school year, report on school gardens. His correspondence is large and must be kept up not only with teachers, but with provincial and municipal officials as well. He also audits and approves traveling-expense vouchers of supervising teachers and checks their monthly report of travel before forwarding them to the central office. All applications for leave of teachers pass through his hands. He is, moreover, a bonded officer and is responsible for all public property within his jurisdiction, including text books and every sort of public school supplies, which in some provinces amount to more than the sum of ₱100,000. Altogether his work is burdensome and there is no division superintendent who does not regularly work many hours of the day in addition to the prescribed hours of duty.

In the past clerical assistance for these offices has been deficient. Frequently it has consisted of a single clerk, formerly an American but now in every case but one a native of the Islands. A careful supervision of the division superintendents' work convinces me that the smallest divisions should have at least two Filipino clerks, one to be a bonded property clerk; the larger divisions, three clerks; and at least three divisions, four clerks each. These clerks should all be Filipinos, who are proving themselves more and more competent to fill positions of responsibility and to master the details of office organization. The present supply of office help is not adequate and should be increased in the next appropriation to the standard set above.

Appointment to the position of superintendent is made only from those teachers who have passed the assistant examination, the highest class of examination in the Philippine civil service. Salaries of superintendents vary according to their length of service and the responsibility of their positions. The present provision is as follows: Two positions,



at ₱6,000; three, at ₱5,000; two, at ₱4,800; eleven, at ₱4,500; six, at ₱4,000; seven, at ₱3,600; eight, at ₱3,200. As stated elsewhere, 35 of the 39 men filling the above positions, including two acting superintendents, were appointed to the education service in 1900 or 1901; in view of this long service, their exceptionally high character and ability; and the responsibility of their work, their salary schedule should be somewhat improved. There should be a small increase in the number of higher paid positions and the eight positions at ₱3,200 should be raised to ₱3,600.

#### OFFICE OF THE DIRECTOR.

The personnel of the office consists of the Director, the First Assistant Director, and the Second Assistant Director of Education, 18 American clerks and 16 Filipino clerks. The division of administrative business between the Director and his Assistants is as follows: The Director handles personally all confidential matters and all matters bearing upon discipline, appointments, promotions, courses of study, choice of school text-books, and general matters of school administration and school policy. The First Assistant Director handles matter pertaining to the acquisition of school lands and buildings, plans of buildings, apportionment of building funds. The Second Assistant Director handles all matters referring to the districting of divisions, assignments of teachers, requests for school supplies, and purchase of other materials and textbooks. The plan for the three Directors is to so arrange their duties that one may be absent in the field inspecting school work.

The office has the following divisions: Under the oversight of the Second Assistant Director, the property division; under the oversight of the chief clerk, the accounting division, the record division, the statistical division. The work of these divisions during the past year may be summarized as follows:

*The accounting division* has the responsibility for all disbursements of the Bureau, prepares all pay rolls, salary vouchers, draws all warrants, audits all expense vouchers, keeps the service reports of all employees, and the books of the Bureau. During the past year it handled 8,549 vouchers, about 7,000 of which required audit before being sent to the Insular Auditor. Of this number only three were corrected on account of disallowances by the Insular Auditor. The funds disbursed through this division in the last year aggregated ₱3,029,000. A ledger account is kept showing the expenditures for every sort of purpose, and a journal account distributing expenditures by provinces from which a ledger account is prepared and published in the annual report. The accounting division employs the services of four American and eight Filipino clerks, including the chief of the division.

*The record division* receives, files, cross references, and prepares card indexes for all correspondence passing through the office. During the



CAMARINES BASEBALL TEAM, APRIL, 1908.



TRACK TEAM OF THE MANILA HIGH SCHOOL.

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**BASKET-BALL TEAM, MISAMIS PROVINCIAL HIGH SCHOOL, 1907-8.**



**BOYS OF GRADE VI IN PHILIPPINE NORMAL SCHOOL PLANTING RICE.**

WALL GROUP



**THE TEACHERS' INSTITUTE OF THE PROVINCE OF BULAKAN,  
DECEMBER, 1908.**

One hundred and fifty-six Filipino teachers are in attendance; their academic attainments are from Grade VI to the second year of the high school, inclusive. Their subjects of study at the normal institute are arithmetic, Philippine history, geography, English and grammar, botany, algebra, rhetoric, methods of teaching, mat weaving, basketry, hat braiding and raffia work.



**CLASS IN TELEGRAPHY AT THE PHILIPPINE SCHOOL OF COMMERCE,  
MANILA.**

This branch of instruction has been maintained since 1902, though it was formerly a branch of work of the School of Arts and Trades. It has graduated 83 young men, nearly all of whom are satisfactorily filling positions in the Bureau of Posts as postmasters and operators.

WALL GROUP

last fiscal year, beginning September 9, from which time an accurate record was kept, 38,247 separate pieces of correspondence were so recorded. The division employs the services of one American clerk, the chief of the division, and twelve Filipino clerks and typists.

*The statistical division* collects and tabulates all statistical data contained on the record forms of the Bureau and keeps check on the division superintendents to see that they submit these when due and as directed. It keeps the character and efficiency records of all teachers and the records of their training, education, experience, and past history. It collects and tabulates all data on provincial and municipal receipts and expenditures and prepares statements showing by school divisions for what purpose all expenditures are made from Insular appropriation. It tabulates and indexes the annual reports of division superintendents and performs a large variety of additional service bearing upon the necessary statistical work of the Bureau. One clerk, an American, is the only regular employee in this division.

*The property division*, as now organized, has four American and three Filipino clerks. The aggregate amount of property received and issued to the various divisions yearly approximates the value of ₱400,000, while the property in use in the schools and offices of the divisions totals over ₱2,850,000. For this property the division superintendents are responsible, but the accountable officer is the Director of Education. In addition to office work a traveling inspector of property visits divisions and checks records and property in the field as the necessity arises. A large amount of stock has to be carried in the bodegas of the central office. The last inventory, made December 31, 1907, showed property to the value of ₱283,003.74 and was the lowest inventory ever made. A saving in the expenditure of this division has been accomplished, notwithstanding that the regular property work has been augmented by the purchase and sale to municipalities of large numbers of industrial outfits, the sale of school books and supplies, and the recent change from the former property system to the new system which places all responsibility on the Bureau of Education for the proper accounting of school officers in charge of public civil property. This Bureau is understood to be the first one to install the new property system without assistance from the Insular Auditor. This task was begun after the completion of the returns for the quarter ending December 31, 1907, or about January 20. The change of great importance in the property accounting is the fact that no more returns are rendered to the Insular Auditor and neither are the certificates and affidavits covering property lost, stolen or consumed furnished that office, but the responsibility for relieving accountable officers for property of the bureau is centered in the Director of Education or his duly authorized bonded official. It is a duty of no small responsibility to pass upon and fix a satisfactory



adjustment of such losses as take place from time to time in property charged against various officials throughout the archipelago. From the experience which we have now had with this system, I am of the opinion that it far surpasses the old one from the standpoints of record and simplicity, but requires much labor to make its advantages apparent. For convenience in making cash disbursements the property clerk was designated disbursing officer on December 1, 1907, and since that date has paid out ₱64,148.63.

The office work of the Bureau is conducted in what is considered a reasonably satisfactory manner and with a maximum of economy. The Director knows of no way in which any part of the force could be dispensed with or more economically used. There has been a constant aim to train Filipino clerks and assign them to increasingly responsible positions with a consequent saving in the high salaries that must be paid to obtain good American clerical assistance. The process of substitution of Filipinos should go on as fast as is consistent with the efficiency of the office work but no faster. At certain times particularly during the first and last months of the school year the work is too heavy for the office force. The need however is not so much for an increased number of employees as for better salaries for several members of the office whose duties are very responsible and who are not paid a compensation equal to that provided in other Bureaus of the Government where no greater service is demanded.

#### COMPARISON OF SALARIES PAID TO AMERICAN AND FILIPINO EMPLOYEES.

The office system of the Philippine Government is largely an inheritance from the Military Government which preceded it. Its bureaucratic character and its large attention to office records and correspondence are a result of its antecedents. When the change took place in 1901, the civil Bureaus, as they were organized, availed themselves of American clerks who had been trained under the Military Government. There was an almost complete absence of skilled Filipino clerical help. It was found necessary in order to retain the services of these American clerks to pay them wages much higher than would be necessary in similar pursuits in the United States. The minimum salary of a competent American clerk has been about ₱2,400, and frequent promotions up to ₱3,600 have been necessary in order to retain the best of such men in the service. This condition is due to the living expenses for Americans which are somewhat high but still more to the fact that all Americans are disposed to regard their service here as only temporary, offering no stable career and involving the sacrifice of prospects in the United States. The work of American clerks has been indispensable for the prosecution of the Government business, and still is in a great degree, although continued advance has been made in the

training of Filipino clerks and the induction of these into office positions vacated by the voluntary resignations of American employees. In the preparation of these Filipino clerks the Bureau of Education has rendered a distinct public service. The Director of Civil Service in his Seventh Annual Report, page 8, states:

There has been a considerable increase in the number of Filipinos who entered and passed the second-grade examination in English, and a still greater increase in the number receiving appointment. The eligibles obtained as a result of this examination are trained principally in the public schools, have a good conversational knowledge of English, spell and read fairly well, and, as a rule, have a good knowledge of arithmetic and excel in penmanship. With careful supervision and training many of them in a few months develop into fair junior clerks and junior typewriters and some of them eventually do superior work. There is little doubt that the expenses of the Government could be further reduced in some Bureaus by employing more Filipinos to assist in carrying on the ordinary routine work.

As the substitution of Filipino clerks for American clerks is made, a serious question arises as to what compensation they shall receive. I think Filipinos generally feel that when a Filipino is appointed to a position previously held by an American, the full amount of salary paid the American should be given to him. This is to lose sight of the fact that the American is imported labor, serving under conditions that are temporary, and unwilling to serve except for a considerably higher salary than he would accept for equal service in the United States. As long ago as 1904 this bureau took the position that while Filipinos, as rapidly as their qualifications allowed, should be appointed to positions held by American employees, they should not expect the abnormal compensation paid to American or other foreign labor. The principle was advanced that the proper compensation for a Filipino in the Philippine Islands should at least be not higher than that paid to an American for the same class of service in the United States. This principle has been consistently adhered to in the Bureau of Education for the past four years, although it has resulted in the loss by transfer of many of its best Filipino employees, both teachers and clerks. The time has arrived when an understanding must be reached between all branches of the service and sanctioned by the supreme executive authority. The principle laid down by this Bureau for its own guidance has received the official indorsement of the Director of Civil Service and it is believed to be sound and worthy of general adoption.

Much more, however, is involved than mere economy of administration. The unduly high salaries paid to Filipino clerks, surpassing the wages obtainable in almost any other kind of employment, have produced a very unfortunate effect upon Filipino youths. A student or graduate of the public schools has before him the careers of clerks who have been rapidly advanced, sometimes by several successive promotions within a

year, to salaries of ₱2,400, ₱2,800, ₱3,200, and even ₱3,600. Inevitably the clerical occupation appeals to the student as that offering the largest opportunity and the greatest remuneration. It is idle to talk to boys about "the dignity of manual labor," the "advantage of pursuing trade courses," or of "engaging in agriculture" when they see youths of no greater academic training than their own obtaining such phenomenal rise in clerical positions under the Philippine Government. The policy of unduly high pay for clerks pursued by many branches of the Government has very seriously interfered with the efforts of the Bureau of Education to emphasize the value of industrial training and the dignity of such occupation.

#### SCHOOL BUILDINGS AND LANDS.

Under the Spanish Government, in pursuance of a plan for public instruction commenced about 1863, a primary school for boys and a primary school for girls was authorized for each pueblo. Buildings, in many cases, were durably constructed of stone. They usually consisted of one or two large class rooms with several small rooms for the accommodation of the family of the teacher. They fronted on the town plaza and their capacity varied from forty pupils to two hundred. Many of these buildings were destroyed during the insurrection and many others were occupied for military purposes, so that comparatively few were available when the public schools were reorganized in 1901. Practically all required extensive repairs—new roofs, new floors, and new doors and windows—before they could be reoccupied. In 1904, 534 of these buildings were in use in 374 municipalities; in 1905, the number in use had risen to 726; the present number probably is not in excess of this figure.

The primary school buildings put up under the American Government, may be roughly classified into two sorts—those constructed of permanent materials, stone, concrete, or hardwood, with iron roofing; and those built of "light materials," usually a wooden frame, with roofing, sides and partitions of "nipa" and "swali," the floors being either of wood or bamboo. The construction of buildings of permanent materials has been slow, but twenty-five or thirty have been erected in municipalities each year. Of light material buildings, 369 were completed and about 600 more undertaken in 1904. Most of these were erected in part through the distribution of rice purchased with Congressional relief funds and turned over to the Bureau of Education to be expended for schoolhouse construction. A large number of these buildings were destroyed in the disastrous typhoon of 1905, but the construction, commenced through the use of this rice, continued through the voluntary efforts of the people so that the year 1905 saw a total of 1,697 buildings put up under the American Government, of which 46 were of "strong materials," 269 of "mixed materials," and 1,382 of "light materials." In the same year a campaign was commenced to secure satisfactory high school grounds

and buildings, the matter receiving especial attention in the report of the general superintendent for 1904. This effort resulted in 19 buildings being erected in 1906 for secondary school use, and the beginning of the construction of 17 more, and in the erection or reconstruction of 2 buildings for intermediate schools at Indang, Cavite, and Bakolor, Pampanga. At the close of the year 1906, 2,454 primary school buildings were owned by the municipalities and of these 298 were constructed during that year.

The Insular Government has aided the provincial governments in the construction of high school buildings as follows: In 1904, by Act No. 1275, the sum of ₱350,000 was appropriated to be apportioned by the Director of Education, subject to the approval of the Secretary of Public Instruction, "for the construction of school buildings for intermediate and high school instruction and for the teaching of the useful arts and trades and applied sciences;" by Act No. 1580, passed in 1906, the sum of ₱300,000 additional was appropriated to the Bureau of Public Works, for the construction of schoolhouses in the provinces, it being provided that a sum not to exceed ₱50,000 thereof might be expended in the construction of an intermediate school in Manila; and by Act No. 1688, passed in 1907, ₱350,000 was appropriated by the Insular Government for schoolhouse construction, making a total of ₱1,000,000. The apportionment of this money has resulted in ₱945,295.70 more being provided or promised from local sources, a total of ₱1,945,295.70. This sum of money has been set aside for the construction of 33 central high school buildings, 36 intermediate school buildings, 28 arts and trades buildings, 4 agricultural buildings, 6 domestic science buildings, 1 group of industrial school buildings for Igorot boys, 5 dormitories, and 1 school of fisheries building; 38 of these buildings are constructed; 20 of them are now in course of construction; and 56 of them have not yet been commenced, the amount of local aid required not yet having been fully provided. The situation of high school plants at the present time is about as follows:

Albay has a new high school building completed, has plans for the construction of a shop building well under way, and has the construction of a dormitory under consideration.

Antiki has a high school building completed, and plans for the construction of a shop building well under way.

Bataan has a school building completed, in one part of which instruction in woodworking is given.

Batangas has a high school building completed, a shop building in course of construction, and is planning to construct immediately an agricultural school building.

Bohol has both a high school building and a shop building completed.

Bulakan has a high school building completed and a shop building in course of construction.

Camarines has plans well under way for the construction of both a high school building and a shop building.

Cavite has both a high school building and a shop building completed.

Cebu has both a high school building and a shop building in course of construction.

Kagayan has a high school building completed and a shop building in course of construction.

Kapis has a high school building completed and a shop building in course of construction.

Iloilo has both a high school building and a shop building completed, and has under consideration the construction of a large dormitory.

Ilokos Norte has both a high school building and a shop building in course of construction.

Ilokos Sur has two high school buildings, one at Bigan, and one at Bangued, and a shop building at Bigan, completed.

Isabela has a high school building completed, and the construction of a shop building is under consideration.

La Laguna has the construction of a high school building under consideration, and a shop building in course of construction.

Leyte has both a high school building and a shop building in course of construction. It also has under consideration a building for the teaching of domestic science and a large dormitory.

Mindoro has completed a high school building, a shop building, and a school dormitory.

Nueva Ecija has a high school building completed, a shop building completed, and an agricultural school building in project.

Nueva Vizcaya has a high school building in course of construction.

Occidental Negros has completed a high school building, a shop building, and has under consideration the construction of an agricultural building, and a large dormitory.

Oriental Negros has a high school building completed and plans well under way for the construction of a shop building.

Palawan has a high school building completed and a domestic science building in course of construction.

Pampanga has both a high school building and a shop building completed, one domestic science building in course of construction and another in project.

Pangasinan has under consideration, with the plans therefor well matured, the construction of a high school building and a shop building.

Rizal has completed a high school building, in the basement of which instruction in woodworking is given.

Romblon has completed a high school building and a domestic science building.

Samar has under consideration the construction of a high school building, and has plans well under way for the construction of a shop building.

Sambales has a high school building in course of construction.

Sorsogon has a high school building in course of construction, and plans well under way for the high school building at Masbate.

Surigao has completed both a high school building and a shop building. It has the means for constructing a building for the teaching of domestic science and has under consideration the construction of a large dormitory.

Tarlak has a high school building completed, and has plans well under way for the construction of a shop building.

Tayabas has a high school building completed, and has plans under way for the construction of a shop building.

Union has both a high school building and a shop building completed.

In all the above cases where buildings have been constructed for school purposes, or are in course of construction, the sites upon which they are located belong to the provinces.

Construction work, which is always a slow process, is in these Islands greatly retarded by the difficulty experienced in securing sites with registered titles. A long wait for a surveyor to survey the site and provide the requisite technical description thereof, is the common, and not the exceptional experience. Even after the necessary papers have been prepared, and application for registration has been made, a wait of months for the hearing in the Court of Land Registration is usual. No other one thing has delayed, and is delaying schoolhouse construction so much as the securing of satisfactory titles to school building sites.

Great delay has likewise been frequently experienced in the securing of plans from the office of the Consulting Architect, thus causing the people to become exceedingly impatient, and frequently prejudicing, to a considerable extent, the interests concerned. The making of such provision for additional help in the Architect's office as will make possible the furnishing of plans with reasonable promptness, will greatly facilitate construction work for this bureau.

Our present situation regarding intermediate school buildings, is as follows: We have 198 such schools, including 40 intermediate schools which are preparatory departments to the provincial high schools. The preparatory departments share the buildings of the high schools. Intermediate school buildings have been constructed at Lipa, Batangas; Indang, Cavite; Batak, Ilokos Norte; Iloilo, Iloilo; Cervantes, Lepanto-Bontok; Kuyapo, Nueva Ecija; Bakolor, Pampanga; Arayat, Pampanga; and Malabon, Rizal. All other intermediate schools are either held in rented buildings or in a part of the municipal school buildings set aside for that purpose.

Of municipal school buildings in addition to those of Spanish construction, a certain number of good central municipal schools have been erected. Among the best of these are the municipal schools at Pasig, Rizal; Mauban, Tayabas, Bako, Sorsogon; San Fernando, Pampanga; Dagupan, Pangasinan; Tanawan, Leyte; Morong, Rizal; and Tuguegarao, Kagayan.

Few provinces have any considerable number of barrio school buildings of durable materials or of model construction. Ilokos Norte is perhaps an exception. Its division superintendent reports that every school is well housed. Many of these schools are built of hardwoods and are admirable. They were constructed very largely through the voluntary efforts of the people of the barrios, the local school revenues not admitting of such expenditures.

Since 1906 all schoolhouse construction built in whole or in part out of Insular funds is placed under the Bureau of Public Works to be carried

out in accordance with plans drawn by the Consulting Architect to the Commission. While this arrangement assures a better type of building and construction, the varied interests and large amount of business resting upon both the above offices occasion delays and frequently insufficient attention to the details of both plans and construction, especially in the matter of needful variation from type plans. In view of the great amount of schoolhouse construction that ought to be attended to within the next few years, the present arrangement can not be considered a satisfactory one and can only be made so by the establishment in the offices of the Consulting Architect and Director of Public Works of special divisions to devote their attention exclusively to school buildings.

#### THE AMERICAN CIRCULATING LIBRARY.

The past year has been the eighth since the organization of this library and the librarian reports the year to have been the most successful in its history, showing a greater circulation of books and a larger number of readers. A total of 5,672 membership cards were issued, of which 185 were yearly, 2,900 extra and 2,587 monthly, with 51 duplicates. The total receipts from subscriptions, fines, lost books and extra book cards for the fiscal year ending June 30, 1908, were ₱3,358.78, as against ₱2,588.68 for the fiscal year 1907. As the personnel and current expenditures are paid by appropriation, all amounts received from memberships are devoted net to the purchase of new volumes and magazines. Four hundred fifty-two volumes were added by purchase during the last year, and 227 volumes were received as gifts. There are on the stacks of the library 15,389 volumes and 9,093 in the storeroom. The total circulation of books for the year was 22,227. There are also ten traveling libraries which are sent out to the troops and garrisons outside of Manila and which contain 450 volumes. During the year the librarian has addressed and sent out 15,760 newspapers to American troops, Scouts, and Constabulary. These were contributed by friends in the United States. Boxes of reading matter are also placed on each transport going to the United States for the use of soldiers on the long voyage. The number of daily readers or visitors to the library averages 130, two-thirds of whom are Filipinos. The periodical room has been much enlarged and its files considerably increased. It now includes not only American and English periodicals and journals, but a few of the best periodicals in Spanish, French, and German. The library seems to fill a very useful place in the educational and intellectual life of the community, and promises to gain in general usefulness with each succeeding year.

As an adjunct of the American Library, a collection of Philippiniana was commenced some years ago. This collection is cared for in a room by itself and has a special curator. Some additions of rare books have

been made during the last year. The need of an adequate library of works bearing on the Philippines has been long apparent. In 1887 the Spanish Government by royal decree established in Manila the "Museo Biblioteca de Filipinas," by which there was formed a small collection of works, less than a hundred of them, bearing upon the Philippines. At the time of the American occupation this institution was housed in a building on Calle Gunao. The library suffered much but a considerable portion was recovered in 1900 by the Bureau of Education and at present is in its custody. The Government has now taken action by a bill passed in the last Legislature providing for the establishment of a public library of Philippines works and documents. The law provides for the appointment of a committee whose duty it shall be to bring together all books, letters, and documents relative to the Philippines and its history which may be in the possession of various Bureaus of the Government and provides a sum of money for further acquisitions. The opportunity still exists to establish here a notable library of Philippiniana, but the rapid rise in value of all such works is making the task more difficult and more expensive each year that it is neglected.

#### LEGISLATION.

From July 1 to October 16, 1907, the legislative power in the Islands was vested exclusively in the Philippine Commission. Subsequent to the latter date, the legislative authority has been vested in the Philippine Legislature, composed of the Philippine Commission and the Philippine Assembly. Under the first legislative period of the year acts passed affecting schools were as follows:

By Act No. 1665, the Province of Romblon was annexed to the Province of Kapis, except the Island of Maestre de Campo, which was annexed to the Province of Mindoro. This made advisable the suppression of the school division of Romblon and the union of its territory with the divisions of Kapis and Mindoro, respectively.

The appropriation bill for the year, Act No. 1679, was passed August 10. It provided a total of ₱3,510,000 for the Bureau of Education.

By Act No. 1688, the sum of ₱350,000 was appropriated for the construction of school buildings, including quarters for teachers in districts inhabited by non-Christian tribes, to be allotted by the Secretary of Public Instruction. The Moro Province was excepted from the benefits of this Act.

By Act No. 1695 the Internal Revenue Law of 1904 was amended so as to devote an additional 5 per cent of the internal revenue to the maintenance of free public primary schools in the municipalities, making a total of 10 per cent of these revenues devoted to education.

The revised Civil Service Law (No. 1698), contained numerous provisions affecting the service of teachers.



By Act No. 1706, making appropriation for the sundry expenses of the government of the city of Manila, ₱285,500 were appropriated for the department of city schools.

By Act No. 1727, making appropriation for certain public works in the city of Manila, ₱62,000 were provided for the construction of a public school building in the district of Tondo and for the purchase of a site.

By Act No. 1774 the time in which returning Government students may take the civil-service examination was extended two months.

By Act No. 1791 amendment was made to the provisions of the Municipal Code, providing municipal scholarships.

By Act No. 1795 compensation not to exceed 30 centavos an hour was authorized for payment of students in agricultural or industrial schools for work done outside of the school hours and not connected with the regular school work.

The sessions of the Philippine Legislature saw the passage of a number of Acts of importance to education. During the inaugural, the first, and the special sessions seventy-five Acts were passed by the Legislature. Of these beside the appropriation bill (Act No. 1873) eight deal exclusively or mainly with public instruction.

Act No. 1801, the Gabaldon Act, appropriates the sum of ₱1,000,000 for the construction of barrio school buildings. Instructions for proceeding in order to benefit under this law were issued by the undersigned in Circular No. 40-A, and later Circular No. 43 on registration of school sites. The sum of ₱250,000 is available for distribution this calendar year. The preliminary steps necessary to safeguard the erection of these buildings have delayed action by municipalities and up to date only three applications have been received and two favorably acted, on, viz, an allotment of ₱1,400 to Pulilan, Bulakan, for a two-room building to cost ₱2,100, and ₱2,000 to the barrio of San Joaquin, Arayat, Pampanga, for a building to cost ₱3,000. Plans for barrio schools of different costs and styles of construction have just been received from the Consulting Architect and are now being printed.

Act No. 1813 authorizes the Governor-General to convey either for consideration or by gift to any province or municipality "any land belonging to the Government of the Philippine Islands, together with the buildings and improvements thereon, on condition that the same shall be used only for public school purposes" with provision of reversion to the Insular Government in case of other use.

Act No. 1815 provides that loans or unexpended balances of loans to provinces or municipalities from the Insular Government may be canceled by the province or municipality setting aside from its general funds a sum not less than the total indebtedness canceled, to be expended in the construction of public schools, roads, bridges, or other public works, in the discretion of the provincial boards, subject to the approval of the

Governor-General. The Act further provides that action to this end shall be taken within ninety days after the passage of the Act. Such action, if approved by the Governor-General, shall not be altered or repealed.

On the 28th of last June, letters were addressed by the Acting Director of Education to division superintendents of all provinces which were known to have debts to the Insular Government, and superintendents were advised to take the matter up with the provincial boards. So far as is known, five provinces took action benefiting school construction. These five provinces are Batangas, Bataan, Nueva Ecija, Kapis, and Tarlak.

Act No. 1829 provides for giving in municipalities and especially in the barrios, "popular civico-educational lectures" in any of the dialects of the locality. The Act contains a considerable number of details and can not be briefly described. It will be made the subject of a special announcement of this office in which a list of such lectures will be prescribed and instructions issued relative to the designation of teachers or citizens of the pueblos to give these lectures. Prepared articles to form the basis of such lectures in some cases will be issued by the Bureau. These will be translated into the dialects for public delivery.

Act No. 1857, the Teachers' Scholarship Act, authorizes the Director of Education, subject to conditions prescribed by the Secretary of Public Instruction, to open courses for the superior instruction of municipal or Insular teachers who shall be appointed to scholarships not less in value than their salaries or a sum of ₱40 monthly at their option. The appointment of these teachers shall be made by the division superintendents among those teachers, male or female, who possess the best qualifications to receive the superior instruction provided. Teachers so appointed must sign a contract to teach for a period equal to that enjoyed by them in study.

Act No. 1858 is an Act amending the Municipal Code (Act No. 82) in section 40, subsection (1), paragraph 2. The amendment provides that in addition to pupils who have satisfactorily completed the intermediate course of instruction and are not less than 17 nor more than 30 years of age, municipal or Insular teachers of the municipality, who have held office for two consecutive years, shall be eligible for appointment as special municipal students in the Philippine Normal School, School of Arts and Trades, School of Agriculture, or other Insular School.

Act 1866, the Boiles Act, appropriates the sum of ₱75,000 for payment of salaries of teachers during the present school year "in barrio schools, which, on account of the precarious conditions of the municipalities to which they belong, it has not been possible to open, or are about to be closed for like reasons." The Act limits the barrios which may enjoy this assistance to those which guarantee, by means of a certified report of the division superintendent, a daily average attendance of at least sixty

students, and also the existence and maintenance of good highways or communications to facilitate the access of children to schools at all seasons of the year. Barrios within 2 kilometers of a public school, either central or barrio, shall have no right to the benefits of this Act. The municipality shall make application for the salary of this barrio teacher, through the division superintendent, to the Director of Education who shall make provision for the appointment, with the approval of the Secretary of Public Instruction. The salary shall not be less than ₱10 nor more than ₱20 per month. If a barrio is not able to furnish a daily average attendance of sixty students, with the approval of the Director of Education, the division superintendent may unite two or more barrios for this purpose. This Act recognizes the fact that the financial provision for primary schools is inadequate, and it is hoped that it is a first step toward making a more suitable provision.

The insufficient revenue for public primary schools is discussed elsewhere in this report. Here it may be mentioned that two measures were advocated during the sessions of the Legislature to meet the need at least in part. One was the Boiles Bill, which provided originally for ₱400,000; and the second was a provision for ₱500,000 included in the annual estimate for the Bureau of Education, to be apportioned to municipalities for primary school purposes on the basis of actual school attendance. Both of these measures were approved by the Philippine Assembly, but in the conference committee with the Philippine Commission, the amount appropriated by the Boiles Bill was reduced to ₱75,000 and the entire amount of ₱500,000 for apportionment to municipalities was stricken out.

[Act No. 1870, the University Bill, provides that the Governor-General may establish in the city of Manila, or at the point most convenient, the University of the Philippines. The government of the university is vested in the Board of Regents, comprised of the Secretary of Public Instruction, the Director of Education, the Chairman of the Committee on Public Instruction of the Philippine Assembly, the president of the university, and five additional members to be appointed by the Governor-General, by and with the advice and consent of the Philippine Commission. The Board of Regents is empowered to establish the usual university colleges, one of which shall be the Philippine Medical School now entering upon its second year.) The sum of ₱100,000 is appropriated to be expended at the discretion of the Board of Regents for the establishment of a college or colleges authorized by the Act. While the University of the Philippines will be an educational institution separate from the Bureau of Education, governed by its own Board of Regents, its establishment is a matter of such great importance to all interested in education that it is mentioned here. It is believed that its organization will greatly stimulate and solidify the instruction of the public high schools. This present year there are over one hundred students pursuing the fourth

year of the high school course. Next year many of these students will desire to continue their studies either for a bachelor of arts degree or for professional degrees.

Act No. 1873, the general appropriation bill, appropriated the sum of ₱3,300,000 for the general expenses of the Bureau of Education. The Act made a very few changes and increases over the provision previously made. The readjustment of salaries of American teachers, which had already been made by executive order on the recommendation of the Director of Education, fixes the total number of these positions at 795. Sixty additional Insular Filipino positions have been created, ten at ₱840, twenty at ₱720, and thirty at ₱600.

Reviewing this legislation as a whole, it will be seen to be of great prospective benefit to the public schools. Distinct encouragement should be felt, moreover, in the friendly attitude and confidence expressed by the members of the Assembly for the work of public instruction. While the system of school finance, as above stated, is still far from adequate, from the legislative standpoint the public school system is more nearly complete.

#### ADDITIONAL LEGISLATION NEEDED.

On two points, however, additional legislation is seriously needed. These two matters are an adequate financial system especially for primary education and a compulsory school law. The first matter will be taken up in the discussion of school finance, which is treated in the succeeding section of this report. Attention has already been called to the fact that the conditions of school attendance are not satisfactory nor are they just to the child. A deeply rooted expectation on the part of the common people, that a child should get his education in about a year, stands in the way of parents' sacrificing the benefit of the child's services to keep him in school long enough to complete the primary course; yet this minimum of education it is the child's right to receive. The enactment of a compulsory school law is recommended. It may, if preferred, be a local option law authorizing municipalities to pass ordinances requiring the attendance upon school of all children not younger than 8 years nor older than 15 years who have not already completed the primary course of instruction, provided that there is a public school within a reasonable distance of their homes and provided further that the child is not a regular attendant upon a private school. A provision of this kind would not interfere with private schools, but as the instruction in the majority of these can be completed in from one to one and a half years, the child would be obliged to attend a public school after the completion of the private school, unless he had obtained a training equal to that of the primary course. The Act should also authorize the appointment of special truant officers appointed by the division superintendent and payable out of municipal funds.

## THE FINANCIAL SUPPORT OF SCHOOLS.

## INSULAR APPROPRIATIONS.

Money provided for public instruction is of three sorts—Insular, provincial, and municipal. An Insular appropriation for the Bureau of Education pays the expenses of administration and supervision, the salaries of American teachers and of Filipino Insular teachers, cost of text-books, school equipment, tools and machinery, expenses of schools for the education of non-Christian peoples, for the support of students in the United States, and other expenses. The amount appropriated for the Bureau of Education for the last fiscal year was ₱3,510,000; to this amount must be added ₱85,951.14, the unexpended cash balance remaining to the credit of the Bureau at the close of the preceding fiscal year which was available for the payment of outstanding obligations chargeable to that year, and ₱33,598.42, received during the year from the sale of books and other school supplies; making a total of ₱3,629,549.56 available for expenditure. Expenditures have amounted to ₱3,402,119.59.<sup>1</sup> These expenses are distributed under the following items: Salaries, regular American teachers, ₱1,652,793.14; American temporary teachers, ₱160,203.82; regular Insular teachers, ₱162,366.86; temporary Insular teachers, ₱103,781.02; division superintendents and their clerks, ₱176,331.63; miscellaneous salaries and wages, ₱37,060.35; total for salaries in the field, ₱2,292,536.82; traveling expenses of division superintendents, ₱28,978.58; of supervising teachers, ₱40,304.31; of other teachers, ₱15,017.85; travel of employees to and from the Philippines, ₱101,967.29; total of travel expenses in the field and to and from the Philippines, ₱186,268.03; schools for non-Christian peoples, ₱42,922.31;<sup>2</sup> students in the United States, ₱204,747.03; expenses of general office including salaries, wages, and travel expenses, ₱115,825.84; the American Circulating Library, ₱13,669.95; text-books, supplies, and industrial equipment, ₱454,354.21; miscellaneous expenses, ₱91,795.40.

By the current appropriation bill (Act No. 1873) ₱3,300,000 is provided. This sum will probably be adequate for the expenses of the current year but provision should be made in the future for a slight increase in the number of American teachers and a considerable increase of Insular Filipino teachers, a few additional Filipino clerks for the offices of division superintendents, a sum for the conduct of night-school classes,

<sup>1</sup> These expenditures cover unpaid accounts of the preceding fiscal year, and for this reason will not agree with the Auditor's figures, when they are published, as these are for the fiscal year solely and are compiled after all accounts are in and have been settled. A balance of ₱227,429.97 remained on hand on June 30 to meet outstanding obligations for the fiscal year 1908, including among other items, books, supplies, and school equipment purchased but not delivered prior to July 1, 1908.

<sup>2</sup> Amount advanced to provincial treasurers for the support of educational work among non-Christian peoples. These moneys have not yet been fully reported upon but it is known that they have been expended or in part.

and, what will presently be more fully discussed, a sum to be distributed among municipalities on the basis of school attendance for the assistance of primary school revenues. The sums spent by the Insular Government for education in preceding fiscal years have been as follows: In the fiscal year 1907, ₱3,112,540.24; 1906, ₱2,880,047.68; 1905, ₱2,402,733.46; 1904, ₱2,488,192; 1903, ₱2,801,126; 1902, ₱2,388,762; and 1901, ₱466,822.

#### PROVINCIAL SCHOOL FUNDS.

The second class of school revenues are funds appropriated or otherwise secured by the provincial governments. These are used mainly for the construction, rental, and care of provincial school buildings. Salaries of instructors in these institutions and school supplies are at present provided by the Bureau of Education in pursuance of a policy adopted in 1904. During the last fiscal year, provincial school funds aggregated ₱377,729.86, of which ₱189,854.87 were appropriations from general provincial funds, ₱67,331.68 was aid given by the Insular Government, ₱5,085.35 voluntary contributions, ₱3,314.29 receipts from other sources and ₱112,143.67 was a balance from the fiscal year 1907.

The province which led all others in provision for secondary school funds was Pampanga, which from several sources had a total of ₱67,703.11. The next was Leyte with ₱45,459.95, then Cebu with ₱40,226.25. The above total of provincial school funds is a larger sum than has been available in any previous year; in 1907 the amount was ₱307,780.86; in 1906, ₱225,159.44; and in 1905, ₱79,918.40.

The sum at present being devoted by provincial governments to school purposes, however, appears to be less than 6 per cent of their income. Figures are not yet available for the fiscal year 1908, but for the fiscal year 1907 the ordinary revenues of all provinces, excluding the Moro Province, amounted to ₱1,986,040.97; miscellaneous receipts, derived in large part from the Insular appropriations and including the payment in lieu of the land tax, suspended, ₱1,473,398.01; or a total revenue for the year of ₱3,459,438.98. Supposing the provincial income to be approximately the same figure for the last year, the sum of ₱189,854, or the amount appropriated for school purposes from provincial revenues, would be but 5.4 per cent of the total.<sup>1</sup> Moreover, the expenditure last year of ₱377,729.86 was induced and in part provided by the offer of Insular funds apportioned by the Secretary of Public Instruction in

<sup>1</sup> The total provincial funds available for disbursement by provincial boards during the fiscal year 1907 was a much larger figure than the above, viz, ₱5,285,318.15 (exclusive of the government of the Moro Province), but this includes a large balance of ₱1,825,949.17 resulting from the fiscal year ending June 30, 1906.

These calculations are made from figures given in the Report of the Auditor for the Philippine Islands for the fiscal year ending June 30, 1907, Part II, pp. 85 to 88; the figures for the Moro Province which have been deducted found on pp. 52 and 53.

accordance with Acts Nos. 1580 and 1688, which apportionments in nearly every case were allotted on condition of a certain amount being provided locally. Without the inducement of such Insular aid (and the funds provided by the Insular Government have now been entirely expended or allocated), so large an appropriation by the provincial governments can not hereafter be expected. Yet it is essential that a known and steadily growing income, even though small, be assured, not only for conduct and equipment of provincial high schools, but for the development of the system of intermediate schools which are greatly needed and at the present time are without definite sources of income.

For these reasons it is recommended that legislation be enacted reserving a certain proportion of provincial revenues for a special provincial fund for high schools and intermediate schools; appropriations for this fund to be made by provincial boards on the recommendation of the superintendents of schools. As stated above, this fund need not be greatly in excess of the total sum supplied last year, but it should be certain, it should exist in all provinces, and it should be so laid as to gradually increase with the growth of revenues.

The plan recommended is the segregation of two-fifths of that portion of the cedula tax now accruing to provincial treasuries. The cedula tax in round figures amounts to ₱1,600,000, of which one-half goes to the municipalities and one-half to the provinces. Two-fifths of the latter sum would supply a fund of ₱320,000 annually, and it is believed could be segregated without embarrassment to the provincial governments. It would leave for other provincial purposes three-fifths of the cedula tax and all other revenues including the large sums received from the provincial proportion of the land tax and the 10 per cent of the internal revenue collected by the Insular Government. The ₱320,000 falling to school funds would provide such a populous province as Cebu with about ₱20,000 annually, or Pangasinan with ₱16,000; a typical province like Pampanga with ₱8,000; a small province like Bataan would not receive over ₱2,000 annually, but such a sum would after several years become adequate for the erection of a high or intermediate school building, and would enable the Bureau of Education to plan with certainty for the opening of such a school.

#### MUNICIPAL SCHOOL FINANCES.

Insular and provincial school revenues are, however, in a fairly satisfactory condition compared with the deplorable inadequacy of municipal school revenues. The Municipal Code (Act No. 82), enacted January 31, 1901, provided a municipal school fund for the conduct of primary instruction to be raised by the collection of a land tax of one-fourth of 1 per cent upon all assessable property. It was further provided that the municipalities might increase this tax to one-half of 1 per cent and that they might, out of their general revenues, contribute by appropriation to school funds.



**THE DORMITORY BUILDING OF THE IGOROT BOYS' SCHOOL AT BAGUIO,  
BENGUET; COMPLETED, 1908.**



**SCHOOL AT BONTOK FOR IGOROT GIRLS.**

Their clothing was made by themselves of homespun Ilokano cloth. These little girls are lodged in the building in the rear, where they sleep, work, sew, and study. A smaller building with brick floor is used as kitchen and dining room.



Visual Geometry



ARTICLES MADE EXCLUSIVELY OF BURI, AT NORMAL INSTITUTE AT OROQUIETA, MISAMIS, AUGUST, 1908.

Wallpocket; picture frames; fan; cushions; small sewing basket; cigarette case; book covers; small mats; small baskets; small hats; full size hat; book satchel; table; card basket, etc. Set of models illustrating steps in braiding of hat.

YASU GOMU



ARTICLES MADE EXCLUSIVELY OF BURI, AT NORMAL INSTITUTE AT  
OROQUIETA, MISAMIS, AUGUST, 1908.

Wallpocket; picture frames; fan; cushions; small sewing basket; cigarette case;  
book covers; small mats; small basket; small hats; full size hat; book satchel;  
table; card basket, etc. Set of models illustrating steps in braiding of hat.

WALSH GROUP



# PRIMARY HANDIWORK INCLUDING SEWING AND THE MAKING OF CHILDREN'S GARMENTS. ....

In the second picture the work includes mat weaving, basket making, hat braiding, sandals, fans, and bags; the material in the third picture shows a variety of objects—baskets, waste baskets, clothes baskets, stools, etc., made from bamboo. The third picture shows a variety of objects—baskets, waste baskets, clothes baskets, stools, etc., made from bamboo.

Visual Group

During the fiscal years of 1902 and 1903 school funds were badly administered, due largely to the demoralization that attended municipal government during these years of pestilence and disorder. In 1903 an arrangement, which originated in Bulakan by an understanding between the provincial treasurer and the school superintendent and gave the superintendent control over municipal school expenditures, was made generally effective throughout the Archipelago. Under this arrangement municipal school finances were rapidly organized and put upon a satisfactory basis of expenditure. They have since that time been admirably handled. They have, however, been made very uncertain and subject to shrinkage by changes of legislation. For the fiscal year ending June 30, 1905, the amount of municipal school funds in Christian provinces was ₱1,797,547.67, of which the land tax yielded ₱960,269.65; appropriations made by municipal councils from their general funds, ₱451,438.79; loans from general fund, ₱15,106.58; from 5 per cent of the internal revenue which first became available that year, ₱114,193.23; and from receipts from all other sources including balance on hand July 1, 1904, ₱256,539.42. Considering the unsatisfactory condition of school funds in previous years, this was an encouraging showing. It appeared that school revenues might steadily improve and keep pace with growing needs. It is significant that in that year there were voluntary contributions to the value of ₱232,998.32, and that a large number of municipalities voted to increase the one-fourth of 1 per cent to three-eighths or one-half of 1 per cent and devote the added tax to schools. But these encouraging prospects were frustrated by the suspension of the land tax for the fiscal year 1906. To take its place an Insular appropriation was made equal to the amount afforded by the land the previous year, but in 1907 the land tax was again suspended and only 50 per cent of the amount previously raised appropriated to municipalities from Insular funds. This made the school year 1906-7 one of exceptional difficulty. In the previous year there had been expended for municipal school purposes the sum of ₱1,364,130.40, but the total expenditures for the fiscal year 1907, in spite of the growth of schools and the increased demand for instruction had to be kept down to an actually less figure—₱1,359,702.05—and even to expend this sum it was necessary in a large number of cases to draw upon balances hoarded from previous years for permanent school construction. The last Insular fiscal year has seen the land tax in part renewed upon the basis of a new and undoubtedly more equitable property assessment, but provincial boards have now authority to suspend its operation. Owing either to partial suspension, the new assessment, or unknown causes, the land tax has yielded for schools the past year only ₱460,257.02, or considerably less than half the amount it afforded in 1905. The balance of municipal school revenue has been furnished by the internal revenue, increased by



5 per cent by Act No. 1695, amounting to ₱499,578.11; appropriations by municipal councils out of general funds, ₱487,753.11, of which ₱285,500 was for the city of Manila, being the entire school revenue for that division; donations in money ₱32,661.23; other sources of income, ₱35,722.53; making a total of ₱1,515,972.00. The balance on hand July 1, 1908, at the end of the first half of the municipal fiscal year was ₱902,158.54. These figures do not include the Province of Benguet, whose schools were supported wholly from Insular funds.

During the past fiscal year, expenditures for municipal schools, exclusive of Benguet, amounted to ₱1,447,261.42. Of this sum ₱1,124,568.51 was expended for teachers' salaries; ₱134,934.78 for repairs and construction of school buildings; ₱37,513.57 for school furniture; rents of school buildings and incidentals, ₱150,244.56, of which amount ₱63,784.51 was expended by the city of Manila, mainly for the rental of school buildings. There were outstanding indebtednesses not yet settled aggregating ₱60,780.38, and a balance on hand of ₱910,088.74. The largest balance was in the Province of Pangasinan, whose towns had in their treasuries for school purposes at the end of the first half of the municipal fiscal year, ₱80,940.31; the next is Bulakan, ₱71,702.30; and then follows La Laguna with ₱68,395.65 and Sorsogon with ₱66,239.75.

There promises to be little satisfactory increase by natural development in these revenues, while it has been shown earlier in this report that, according to the careful estimates of division superintendents, to sustain a general system of primary instruction for all the Christian population of the Islands, 5,000 primary schools and 8,200 teachers are needed, requiring an annual salary expenditure of at least ₱2,800,000, and a total annual municipal school expenditure for primary schools of at least ₱3,000,000. With this sum provided, the large and high purposes of giving the entire population a primary education, of dispelling illiteracy, of training a nation for social and industrial efficiency, can actually be realized within a short space of years. Compared with this need of a municipal school fiscal system, all other educational needs are secondary. The present municipal school revenue is barely more than half sufficient. Roughly speaking, its three present sources—land tax, internal revenue, and appropriations from general municipal funds—can be depended on to yield only about a million and half pesos. Where is the additional million and a half of pesos to come from? By recent legislation the sum of ₱4,750,000 has been provided for rural roads and bridges during the present fiscal year; it ought to be possible to provide ₱3,000,000 annually for a system of primary instruction which is already thoroughly organized, able to economically apply every additional dollar provided, and thoroughly supported in all quarters by the Filipino people themselves. Consequently I offer no apologies for

proposing the following financial plan for making municipal school funds what they should be. New taxes can scarcely be laid on the people, but a fair proportion of recently laid taxes can and should be made available for school purposes. By Act No. 1652, enacted May 18, 1907, the provincial board of any province is empowered to provide for the collection of one additional peso cedula tax, for the "road and bridge fund." It is recommended that this additional tax wherever laid be divided equally with the municipal school fund. The levy of this tax makes unwise the imposition of any additional local tax, and the sum of ₱1,600,000, which it yields, is adequate local assistance both for the improvement of roads and for schools, if it is generally and regularly contributed, and finally, it will hereafter be found to be much easier to secure the general adoption of this tax if it is divided with schools. Legislation providing for this change should be so framed as to bring the next municipal fiscal year beginning January 1, 1909, within its provision.

In addition to this income, voted and raised locally, a nearly equal sum should be provided by the Insular Government and apportioned to municipalities on the basis of school attendance. If necessary, the appropriation for the Bureau of Education could be slightly reduced in certain particulars, so that the total Insular appropriation for education would not exceed ₱4,000,000.

In support of this recommendation to aid local school funds, there stands the decisive precedent of the public school system of the United States. In addition to the support of primary schools provided by local taxation under the American system, the state, or commonwealth government almost invariably provides an additional sum out of state revenues distributed according to some equitable plan. In the State of California there is apportioned from the "State school fund" the sum of \$250 for every teacher employed by cities and counties, and after this first apportionment is made, the balance of the State school fund is distributed in accordance with average daily attendance.

By the plan recommended above, a satisfactory system of *current* municipal school revenues would be provided. Additional provision should be made at the same time for *permanent* school buildings. In this matter the Insular Government has done all it can be expected to do by the generous provision of the Gabaldon Act, whereby ₱1,000,000 will become available for barrio schoolhouse construction within the next four and a half years. What is now needed is legal authority for municipalities or minor divisions within municipalities forming "school districts," to provide the complementary local fund by self-imposed taxation. Such districts should be empowered to impose by a majority vote of adult inhabitants either a limited per capita tax or an additional land tax, not to exceed 1 per cent of assessed values, for the construction of

new school buildings within the district. In making this recommendation we have again the precedent of the American system, which has had the test of a century of successful demonstration in both states and territories. The American experience has been that self-imposed taxation sometimes by additional rates, sometimes by municipal bonds, for erecting schoolhouses has laid the foundation of public improvements of all kinds. By the practice of voting local taxes for schoolhouses, American communities, especially in the West, have been educated to the need of imposing taxes for general public improvements. It is believed that a similar education of public sentiment can take place in these Islands if the beginning is made with schoolhouses.

#### SUMMARY OF COMPLETE FISCAL SYSTEM RECOMMENDED.

The complete fiscal system for education as herein recommended with the estimated revenues is summarized herewith:

Bureau of Education, same appropriation as for the present year.....	₱3,300,000
Provincial school fund to be expended for high and intermediate schools, derived by setting aside two-fifths of provincial receipts from the cedula tax.....	320,000
Municipal school fund: Present revenue derived from land tax, internal revenue, and appropriations from general municipal funds, ₱1,500,000; additional revenue to be derived from one-half of added cedula tax, ₱800,000; apportionment from Insular school fund distributed through the Bureau of Education, ₱700,000.....	3,000,000
<b>Total annual income, Insular, Provincial, and municipal.....</b>	<b>6,620,000</b>
<b>For permanent improvements during the next five years:</b>	
Provided by the Gabaldon Law (Act No. 1801).....	₱1,000,000
To be provided by locally imposed taxes in school districts in amount equal to that required by the Gabaldon Law.....	500,000
<b>Total for permanent municipal school improvements.....</b>	<b>₱1,500,000</b>

The above recommended school expenditure would represent about 21 per cent of the total Governmental income.<sup>1</sup> Lest this amount of ₱6,620,000 be criticized as an undue proportion of Government expense, attention is called to the fact that in the United States for the year 1905-6, "Of the total amount expended for all public purposes by the states, counties, cities, towns, etc. (\$740,000,000), over two-fifths (41.59 per cent) was paid for common schools." (Report of the Commissioner of Education for the year ending June 30, 1906, Vol. 1, p. ix.) This

<sup>1</sup> The Report of the Insular Auditor for the Fiscal Year 1907 (Part I, p. 4) gives the income from taxation as ₱30,484,662.70, distributed as follows: Collections of the Insular Government, ₱22,013,257.81; provincial governments, ₱2,579,262.48; city of Manila, ₱1,802,281.05; and other municipal governments, ₱4,089,861.36.

was a sum equal to more than one-half the cost of the National Government!

In America the necessity of supporting a system of common schools capable of giving elementary education to the entire population is thoroughly recognized. Here the necessity is no less urgent. The opportunity exists to enlighten the entire rising generation and lay a foundation for a truly democratic society, but that opportunity is passing. A new generation, grown up since the beginning of American occupation, will soon reach adult life. It will feel the stir and progress of the present time; it will aspire to wider activity and to higher rewards, but unless it is made literate it will remain impotent to realize its opportunities, the prey of commercial avarice, and the victim of misguided political leading.

#### SCHOOLS IN THE MORO PROVINCE.

No part of this report has included the Moro Province, which conducts education through its own department of schools, the superintendent being appointed by the governor of the province. The presence in the Moro Province of different peoples antagonistic to one another in religion and culture makes the school problem there very difficult. While in the main the school system corresponds with that of the Bureau of Education, some differences have been developed, notably the teaching of reading and writing to Moros in their native dialects, written, as these dialects regularly are, in the Arabic character. Such are the "pandita schools," taught by Moro scholars, supported by the communities and supplied by the department of schools with books and other equipment. The superintendent reports that these schools promise to break down the hostility of the Moros to American schools, and by removing misconceptions may pave the way for schools more in accordance with public policy. Schools in pagan communities also promise well, especially in the district of Davao, where whole villages have moved down from the hills into proximity to the recently opened American plantations.

All schools are supported outright by provincial appropriations, the total cost for the last fiscal year being ₱81,192.50. A provincial high school was maintained at Samboanga, and 57 primary schools with a total enrollment of 4,894 pupils, 3,264 being males and 1,648 females. These pupils were divided between 3,897 Christian Filipinos, 842 Moros, 130 pagan children, and 25 Americans. The average daily attendance was 2,829. The province provides for 19 American teachers, and in addition there were last May 74 native teachers, 51 being males and 23 females; 63 of them Christian Filipinos, 11 Moros, besides 4 Moro "panditas," who taught without pay from public funds. Two normal institutes were held for the instruction of these teachers and the provincial school at Samboanga is growing into a center for the education of teachers for the schools of all parts of the province.

## APPENDIX ON INDUSTRIAL TEACHING.

The place of native arts and industries in the primary course has received attention earlier in this report, as well as the special industrial training to be given to both boys and girls in the last year of the primary school, while the instruction given in agriculture, shop work, and domestic science and art in the intermediate schools has also been explained.

Because, however, of the interest that attaches to this branch of instruction and because of the exceptionally large place which is given it in Philippine Schools, an appendix furnishing details of this work accompanies this report.

## RÉSUMÉ OF THE YEAR'S WORK.

In spite of the insufficient municipal school funds, the past year is believed to have been the most successful in the history of public instruction in these Islands. Not only have more schools been conducted and more teachers been engaged, but the instruction given was superior to that of any previous year. The enrollment of pupils, while not as large as in 1905, is fully as great as the number of teachers and accommodations permit. The figures for primary schools and primary attendance have been given earlier in the report. The total enrollment in all schools—secondary, intermediate and primary—for the year was 486,676, and for the single month of March, the last of the school year, 374,600. To these figures may be added those of the Moro Province which gives a total annual enrollment for the Archipelago of 491,570 pupils.

There is a decided gain in the number of pupils in the higher grades of the primary course, as well as corresponding growth of numbers in the intermediate and secondary courses. This progress, which proves a growing readiness of primary pupils to continue in school after their first year or two of study, is indicated by a tabulated form of promotions which is an appendix of this report, and shows the following percentages in promotions of pupils from one grade to the next higher: Of those in attendance in Grade I, 27 per cent; Grade II, 38 per cent; Grade III, 45 per cent; Grade IV, or graduation from the primary school, 35 per cent. The continuance of attendance in intermediate and secondary schools has always been satisfactory.

Other school matters in which there has been notable progress during the last year are: The development of the courses of study, the three years of the former primary course becoming four, a change that has been fully accomplished and has been accompanied by more rigorous grading of pupils in all schools; the organization of a remarkable amount of new industrial work, embracing native arts, gardening, shop work, agriculture, domestic science and art; the equipping with woodworking

machinery of eleven new shops; the construction of nineteen new buildings for high school purposes; the successful inauguration of a nurses' training school; the opening of a school for deaf mutes; the opening of schools in new districts for non-Christian peoples, a step made possible by a special appropriation now available for this purpose; increased opportunities for the training of Filipino teachers, including a correspondence course opened by the Philippine Normal School; the Teachers' Camp and Vacation Assembly at Baguio, Benguet; the enactment of much beneficial legislation providing new resources for school work; and finally a deepening of interest in their work on the part of the teaching force. The American teaching force has become more stable, more deeply concerned with the task before it, and the character of the corps of Filipino teachers is still rising. Complaints within the service have been almost entirely absent, and there have been very few cases of discipline. A feeling of native opposition to the public schools apparent in certain quarters a year ago seems to have lessened, a result undoubtedly attributable to the zealous interest of members of the Philippine Assembly in promoting the cause of education during the recent sessions of the legislature. From the administrative side, the school work has been benefited by the system of preaudit of accounts; the new property system; the enlargement of the number of supervising districts; and the perfection of many details for the conduct of the business of the Bureau.

There has never been a time when the public schools of the Philippines promised so much or appeared to fill so large a part in the progress of these peoples. If the work receives the support that it requires and if it is continued with the high aims that have heretofore actuated it, if there is no weakening of zeal nor loss of patience, a few years more of effort will demonstrate that the American faith in the power of public schools to affect the social and spiritual betterment of backward peoples is not an impractical delusion, but a vision of highest statesmanship.

Very respectfully,

DAVID P. BARROWS,  
*Director of Education.*

To the SECRETARY OF PUBLIC INSTRUCTION.



# APPENDIXES.

No. I.—A table showing, by years, the number of schools in operation and under the supervision of the Bureau of Education during the period from 1903 to 1908 inclusive.

School year.	Pri- mary.	Inter- mediate.	Sec- ond- ary.	Total.
1908.....	12,000	---	---	2,000
1908-4.....	2,233	17	35	2,285
1904-5.....	2,727	102	35	2,864
1905-6.....	3,106	119	36	3,263
1906-7.....	3,435	216	36	3,687
1907-8.....	3,701	196	38	3,935

<sup>1</sup> Estimated.

<sup>2</sup> Exclusive of Moro Province (58).

The arts and trades, normal, domestic science, agricultural, and special In-  
sular schools are included under the "Intermediate" or "Secondary" heading.

No. II.—A table showing, by divisions and for the Islands, the number of schools,  
total annual enrollment, average monthly enrollment, average daily attendance,  
and percentage of attendance during the school year 1907-8.

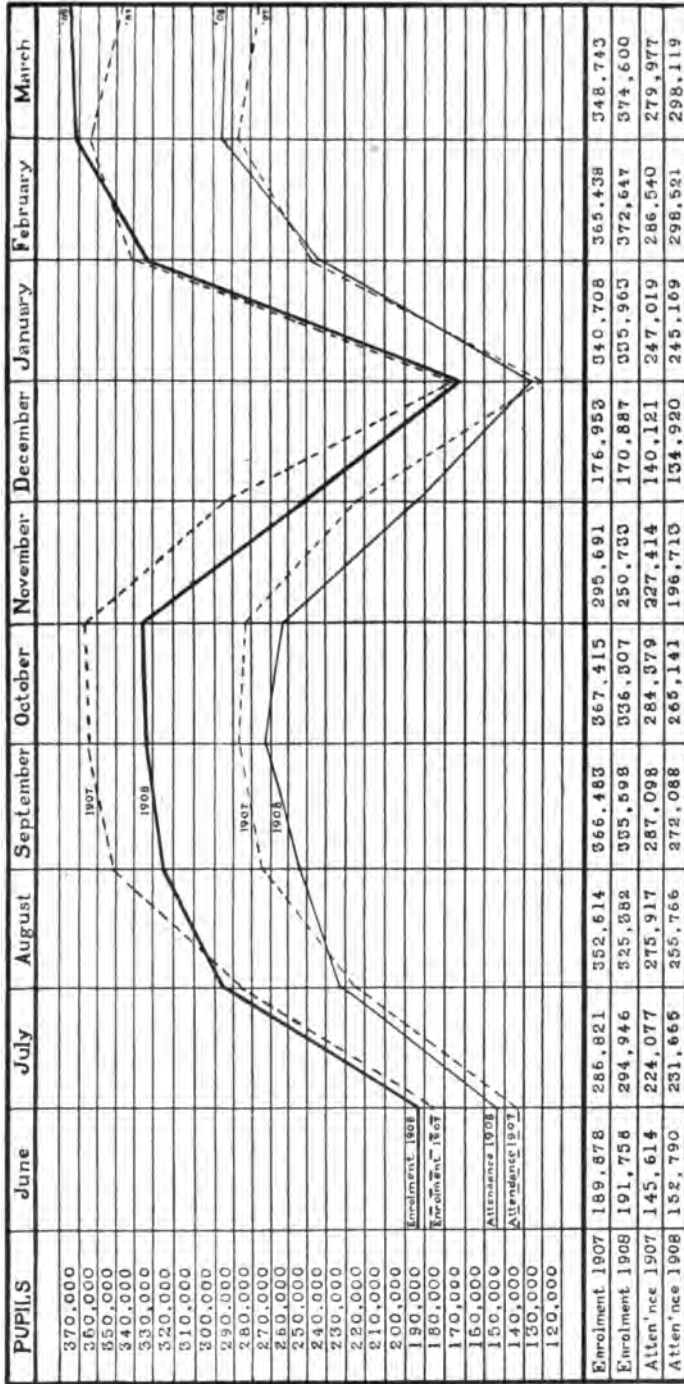
Division.	Secondary.					Intermediate.				
	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of attend- ance.	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of attend- ance.
Manila.....	3	289	242	238	97	8	1,568	1,096	1,076	97
Albay.....	1	52	35	33	94	4	471	411	379	92
Camarines.....	1	10	9	9	100	7	332	329	306	96
Antaki.....	1	28	22	21	95	2	132	145	127	87
Bataan.....	1	63	58	48	91	1	145	106	98	92
Batangas.....	1	63	58	48	91	13	819	701	628	90
Benguet.....	1	10	9	9	100	2	188	161	148	92
Bohol.....	1	68	65	62	97	4	616	568	517	91
Bulakan.....	1	31	28	25	89	6	435	379	356	94
Kagayan.....	1	29	24	23	96	2	312	259	243	98
Kapla.....	1	67	62	60	97	6	418	359	342	96
Cavite.....	1	39	31	30	97	5	672	490	458	88
Cebu.....	1	61	47	46	98	6	504	445	412	98
Ilokos Norte.....	2	85	70	68	97	9	917	781	728	98
Ilokos Sur.....	1	94	72	66	95	13	1,396	1,059	975	92
Iloilo.....	1	12	6	6	100	3	114	94	89	96
Isabela.....	1	16	14	13	98	9	640	540	479	89
La Laguna.....	1	30	27	26	96	3	60	21	21	100
Lepanto-Bontok.....	1	30	27	26	96	6	476	400	378	98
Leyte.....	1	6	5	5	100	3	44	36	32	89
Mindoro.....	1	45	41	39	95	8	157	99	75	76
Misamis.....	1	10	8	8	100	10	588	424	377	89
Occidental Negros.....	1	18	16	16	100	1	144	125	114	91
Oriental Negros.....	1	6	6	6	100	7	524	416	370	89
Nueva Ecija.....	1	37	35	34	97	1	72	61	55	90
Nueva Viscaya.....	1	42	25	23	92	1	25	25	24	96
Palawan.....	1	17	14	11	79	8	809	632	611	92
Pampanga.....	1	19	16	15	94	6	708	650	612	94
Pangasinan.....	1	20	19	17	89	6	480	408	356	88
Rizal.....	1	12	11	10	91	1	95	83	73	88
Romblon.....	1	20	19	17	89	6	438	420	391	96
Samar.....	1	12	11	10	91	4	372	331	294	89
Sorogon.....	1	12	10	10	100	6	185	178	138	79
Surigao.....	1	15	14	14	100	9	686	526	477	91
Tarlak.....	1	67	58	56	97	10	816	673	611	91
Tayabas.....	1	10	9	9	100	8	466	418	408	96
Union.....	1	29	27	27	100	2	245	217	208	96
Sambales.....	1	286	238	229	98	1	270	199	188	94
Normal School.....	1	18	16	15	94	1	350	248	217	87
Trade School.....	1	18	16	15	94	1	350	248	217	87
Total.....	38	1,648	1,384	1,327	96	198	17,780	14,582	13,849	91



No. II.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Primary.					Grand total.				
	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of attend- ance.	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of attend- ance.
Manila .....	25	8,363	6,749	6,397	95	36	10,220	8,087	7,711	96
Albay .....	91	10,292	7,513	6,225	70	96	10,815	7,969	6,637	71
Camarines .....	96	9,312	6,086	4,432	73	104	9,704	6,424	4,747	74
Antiki .....	62	9,294	6,756	5,612	83	65	9,504	6,923	5,760	83
Bataan .....	23	2,567	1,642	1,238	75	24	2,712	1,748	1,536	76
Batangas .....	130	12,079	7,998	6,295	78	144	12,961	8,752	6,971	80
Benguet .....	13	1,029	728	597	82	13	1,029	728	597	82
Bohol .....	145	20,542	14,451	10,869	75	148	20,740	14,621	11,026	75
Bulakan .....	112	9,475	8,376	6,814	75	117	10,159	9,009	6,893	77
Kagayan .....	86	9,111	6,192	5,291	85	93	9,577	6,599	5,672	86
Kapit .....	176	18,809	14,306	10,802	76	179	19,150	14,589	11,068	75
Cavite .....	59	10,406	7,538	6,055	80	66	10,891	7,959	6,457	81
Cebu .....	262	50,919	26,170	20,346	78	268	51,630	26,691	20,809	78
Ilokos Norte .....	126	15,892	12,013	9,324	78	132	15,967	12,505	9,782	78
Ilokos Sur .....	147	15,076	10,982	8,598	78	158	16,078	11,883	9,384	79
Iloilo .....	151	21,591	13,108	10,462	80	165	23,061	14,239	11,503	81
Isabela .....	62	4,061	3,361	2,670	79	66	4,187	3,461	2,765	80
La Laguna .....	92	9,417	6,701	5,398	80	102	10,073	7,255	5,885	81
Lepanto-Bontok .....	25	1,722	1,231	1,089	88	28	1,782	1,252	1,110	89
Leyte .....	145	21,151	14,232	11,264	79	152	21,657	14,659	11,663	80
Mindoro .....	42	8,582	2,225	1,710	77	43	8,576	2,261	1,742	77
Misamis .....	79	8,259	5,494	3,756	68	88	8,422	5,598	3,836	70
Occidental Negros .....	156	21,812	15,951	12,015	75	167	22,395	16,416	12,431	76
Oriental Negros .....	100	15,798	10,992	7,966	72	102	15,947	11,125	8,088	76
Nueva Ecija .....	105	11,730	8,644	6,837	78	113	12,272	9,076	6,723	75
Nueva Viscaya .....	17	1,923	1,594	1,316	88	19	2,006	1,661	1,377	83
Palawan .....	20	2,567	1,753	1,457	83	21	2,583	1,778	1,481	83
Pampanga .....	151	15,986	9,361	7,554	81	160	16,782	10,068	8,199	82
Pangasinan .....	328	37,208	24,673	20,225	82	335	37,958	25,048	20,860	82
Rizal .....	84	9,100	6,122	4,879	80	90	9,597	6,339	5,246	80
Romblon .....	30	4,144	3,560	2,582	73	32	4,258	3,659	2,670	73
Samar .....	96	16,072	12,169	10,559	87	105	16,580	12,008	10,267	87
Sorsogon .....	91	9,741	7,202	5,498	76	96	10,125	7,444	5,797	77
Surigao .....	94	8,894	6,469	5,164	80	100	9,091	6,652	5,310	80
Tarlak .....	93	11,897	7,851	6,530	83	103	12,598	8,390	7,021	84
Tayabas .....	95	13,529	12,093	10,399	86	106	14,412	12,324	11,066	86
Union .....	52	10,510	7,814	7,117	91	56	10,986	8,241	7,529	91
Sambales .....	36	3,570	2,944	2,431	84	39	3,844	3,188	2,716	85
Normal School .....	1	253	198	182	92	3	809	355	309	94
Trade School .....	1	170	85	66	78	3	588	349	298	85
Total .....	3,701	467,258	323,327	256,056	79	3,982	496,676	339,243	270,732	80

No. III.—A diagram showing, by months, the variation in the total monthly enrollment and average monthly attendance for the Islands during the school years 1906-7 and 1907-8.



The decrease in June, November, December, and January was due to the holding of normal institutes. (See Tables Nos. IV and V.)

No. IV.—A table showing, by divisions and for the Islands, the monthly enrollment during the school year 1907-8.

Division.	June.	July.	August.	Sep- tember.	Octo- ber.	Novem- ber.	Decem- ber.	Janu- ary.	Febru- ary.	March.
Manila .....	8,486	8,888	8,684	8,801	8,721	8,691	8,509	8,784	8,431	8,582
Albay .....	523	6,050	6,882	8,069	8,485	8,686	8,849	8,823	8,261	8,108
Camarines .....	4,886	6,506	6,769	6,579	6,586	6,566	6,481	6,744	6,529	6,811
Antiki .....	5,787	6,766	7,279	7,760	5,479	6,556	6,206	7,446	7,968	8,516
Bataan .....	1,398	1,650	1,612	1,810	1,786	1,108	1,114	1,941	2,067	1,974
Batangas .....	7,346	8,446	8,662	8,464	1,812	7,980	8,618	9,825	9,577	9,859
Benguet .....	206	428	508	549	578	614	633	590	656	771
Bohol .....	157	7,645	12,157	14,659	15,176	14,919	15,158	16,297	17,822	17,364
Bulakan .....	1,056	8,501	8,480	9,606	9,795	9,623	1,471	9,254	9,425	9,245
Kagayan .....	458	456	6,984	8,098	8,021	7,968	7,787	7,622	7,628	7,864
Kapisi .....	10,609	12,970	13,860	14,775	14,378	.....	.....	13,774	16,582	17,672
Cavite .....	7,043	7,573	7,876	8,119	6,163	8,398	8,258	2,516	8,245	7,922
Cebu .....	498	19,824	22,984	22,895	25,819	26,896	26,776	28,975	32,245	32,925
Ilokos Norte .....	10,571	12,271	12,595	13,682	14,258	14,112	502	10,668	12,404	12,608
Ilokos Sur .....	10,124	11,551	11,408	11,909	12,175	11,186	1,459	11,143	11,780	11,807
Iloilo .....	10,441	16,892	16,219	16,417	17,252	15,154	13,667	14,815	17,668	17,513
Isabela .....	3,817	3,727	3,788	3,769	3,646	3,890	149	3,169	3,405	3,390
La Laguna .....	497	6,421	7,808	7,680	7,556	7,479	7,113	6,999	7,225	7,136
Lepanto-Bontok .....	151	1,172	1,192	1,308	1,282	1,337	1,819	1,455	1,680	1,665
Leyte .....	12,819	14,857	14,968	15,026	14,675	1,007	978	13,059	16,530	16,649
Mindoro .....	1,849	2,168	2,450	2,377	1,927	670	102	2,593	2,654	2,657
Misamis .....	3,921	5,167	5,858	5,337	4,856	.....	308	195	5,309	6,129
Occidental Negros .....	13,968	16,299	16,637	17,077	16,474	18,807	657	15,070	16,701	16,784
Oriental Negros .....	.....	7,627	8,654	9,666	10,346	10,562	11,333	12,863	13,585	14,069
Nueva Ecija .....	7,299	8,601	8,508	8,276	8,584	7,848	790	6,896	7,961	7,701
Nueva Viscaya .....	77	77	1,579	1,584	1,591	1,706	1,788	1,546	1,671	1,717
Palawan .....	1,013	1,414	1,640	1,694	1,804	1,900	1,898	1,984	2,020	1,990
Pampanga .....	8,792	10,983	11,222	11,188	10,896	1,061	978	11,124	12,579	12,081
Pangasinan .....	19,789	24,237	25,168	25,753	25,668	1,775	1,564	23,700	29,108	30,131
Rizal .....	5,623	6,309	6,409	6,358	6,516	869	861	6,918	7,041	6,971
Romblon .....	2,089	3,893	3,107	3,356	3,620	3,481	.....	3,779	4,167	4,378
Samar .....	7,099	9,577	11,004	12,785	13,256	892	847	11,245	12,849	11,975
Sorsogon .....	5,219	6,487	7,176	8,028	7,729	7,585	7,205	7,500	7,261	7,565
Surigao .....	101	1,847	4,749	5,787	6,759	6,894	5,880	6,824	7,803	7,949
Tarlac .....	4,835	7,188	7,896	7,964	8,694	8,087	2,086	8,596	9,608	9,317
Tayabas .....	11,565	11,745	12,684	12,958	12,765	12,487	1,387	12,998	12,314	11,839
Union .....	450	6,748	7,265	7,610	7,781	8,198	8,170	8,774	8,492	9,041
Sambales .....	285	2,156	2,674	3,007	3,126	3,080	2,871	2,974	3,152	3,058
Normal School .....	660	700	670	659	612	614	614	619	607	600
Trade School .....	476	492	392	324	296	316	310	312	292	270
Total .....	191,756	294,946	325,382	335,596	336,307	250,733	170,887	335,963	372,647	374,600

NOTE.—The low monthly enrollment for some of the months shown above is explained by the fact that normal institutes were in session.

No. V.—A table showing, by divisions and for the Islands, the average daily attendance during the school year 1907-8.

Division.	June.	July.	August.	Sep-tember.	Octo-ber.	Novem-ber.	Decem-ber.	Janu-ary.	Febru-ary.	March.
Manila .....	7,245	8,113	8,008	8,098	8,149	8,002	7,967	7,818	7,925	7,711
Albay .....	424	4,144	5,085	6,024	6,070	6,012	6,117	5,474	5,912	5,445
Camarines .....	3,570	5,027	4,998	4,878	4,890	4,798	4,973	4,727	5,381	885
Antiki .....	4,908	5,488	6,260	6,823	2,918	5,089	4,415	6,014	6,982	7,298
Bataan .....	894	1,069	1,196	1,334	1,441	97	94	1,482	1,604	1,568
Batangas .....	5,830	6,776	7,045	6,469	1,180	5,818	6,971	7,213	8,247	8,376
Benguet .....	147	816	896	450	459	507	538	476	515	644
Bohol .....	124	5,685	8,986	11,285	11,462	11,188	11,808	11,713	12,979	13,885
Bulakan .....	5,198	6,662	6,508	7,864	7,895	8,008	8,297	6,825	7,204	7,444
Kagayan .....	428	481	5,780	6,513	6,709	6,655	6,827	5,921	6,270	6,569
Kapisi .....	7,320	9,523	10,123	11,162	10,580			9,798	13,504	14,494
Cavite .....	5,562	6,518	6,477	6,549	4,844	6,731	6,691	2,273	6,871	6,780
Cebu .....	461	13,245	17,154	18,506	19,806	19,258	20,021	20,814	23,774	25,502
Ilokos Norte .....	7,814	9,406	9,801	10,784	11,688	12,182	490	7,480	9,674	10,266
Ilokos Sur .....	7,789	9,179	8,566	9,584	9,802	8,616	1,844	8,814	9,686	10,170
Iloilo .....	7,949	11,690	12,000	12,828	12,482	10,079	9,459	9,942	13,228	13,718
Isabela .....	2,544	3,118	3,213	3,041	2,792	2,948	140	2,129	2,586	2,647
La Laguna .....	489	5,260	6,681	6,539	6,111	6,017	5,789	5,808	5,787	5,859
Lepanto-Bontok .....	107	967	1,029	1,119	1,182	1,228	1,265	1,247	1,428	1,580
Leyte .....	9,276	11,861	11,688	11,898	11,511	902	897	10,799	13,209	13,597
Mindoro .....	1,886	1,691	1,526	1,725	1,825	540	88	1,947	2,188	2,270
Misamis .....	2,698	3,670	3,765	3,544	3,237	175	168	3,246	4,483	4,781
Occidental Negros .....	10,475	12,152	12,491	12,864	12,061	10,849	590	10,654	13,227	13,611
Oriental Negros .....		5,390	6,284	6,964	7,410	7,381	8,236	8,636	10,418	10,483
Nueva Ecija .....	5,472	6,919	6,074	6,156	6,569	5,992	460	4,623	6,168	6,160
Nueva Viscaya .....	72	71	1,398	1,877	1,858	1,426	1,485	947	1,846	1,525
Palawan .....	886	1,170	1,810	1,418	1,457	1,567	1,612	1,581	1,786	1,722
Pampanga .....	6,971	9,104	9,198	9,121	9,141	958	855	8,186	10,028	10,295
Pangasinan .....	14,780	19,688	19,858	20,746	21,728	1,435	1,287	15,476	23,869	25,852
Rizal .....	4,267	5,114	5,088	5,167	5,121	431	422	4,964	5,695	5,758
Romblon .....	2,846	2,509	2,271	2,421	2,584	2,805		2,610	2,866	3,870
Samar .....	5,978	8,118	9,729	11,029	11,678	862	810	9,484	11,228	11,461
Sarogon .....	3,796	5,137	5,800	5,976	6,048	5,798	5,567	5,284	5,905	281
Surigao .....	86	1,909	3,707	4,576	5,055	5,180	4,825	4,896	5,971	6,220
Tarlac .....	4,121	6,023	6,189	6,651	7,292	7,032	1,467	6,068	8,325	8,299
Tayabas .....	9,900	10,817	10,988	11,198	10,924	9,352	1,026	10,551	10,772	10,637
Union .....	421	5,484	6,486	6,945	7,238	7,505	7,608	7,597	8,491	8,579
Sambales .....	223	1,733	2,809	2,496	2,698	2,617	2,396	2,892	2,819	2,708
Normal School .....	599	654	621	615	551	588	584	551	577	584
Trade School .....	394	390	323	272	261	280	262	262	266	250
Total .....	152,790	231,665	255,766	272,068	265,141	196,718	134,920	245,169	298,521	298,119

NOTE.—The low average attendance for some of the months shown above is explained by the fact that normal institutes were in session.

No. VI.—A table showing, by division and for the Islands, the enrollment by grades at the close of the school year, March 27, 1908.

Division.	Primary grades.					Intermediate grades.				Years in high school.					Grand total.
	I.	II.	III.	IV.	To-tal.	V.	VI.	VII.	To-tal.	1.	2.	3.	4.	To-tal.	
Manila.....	3,329	1,802	1,495	624	7,250	390	483	215	1,088	122	92	30	---	244	8,582
Albay.....	4,189	1,861	1,169	510	7,679	200	158	26	384	27	13	---	---	40	8,103
Camarines.....	3,877	1,427	776	406	6,486	176	118	23	317	8	---	---	---	8	6,811
Antiki.....	6,218	1,538	437	172	8,365	94	27	13	134	17	---	---	---	17	8,516
Bataan.....	1,262	408	186	69	1,925	34	13	2	49	---	---	---	---	---	1,974
Batangas.....	6,405	1,756	641	366	9,168	236	322	86	644	26	11	10	---	47	9,859
Benguet.....	625	87	36	23	771	---	---	---	---	---	---	---	---	---	771
Bohol.....	12,360	3,418	999	463	17,240	75	58	12	145	9	---	---	---	9	17,394
Bulakan.....	5,115	2,008	1,014	507	8,644	266	200	75	541	39	14	8	---	61	9,246
Kagayan.....	14,989	1,684	632	251	7,506	221	68	43	332	16	---	10	---	26	7,864
Kapiz.....	1,458	4,176	1,335	420	17,389	130	89	41	260	17	6	---	---	23	17,672
Cavite.....	4,446	2,187	623	265	7,521	179	105	60	344	15	22	13	7	57	7,922
Cebu.....	3,252	6,505	2,106	460	32,323	282	183	84	549	29	15	9	---	53	32,925
Ilokos Norte.....	8,365	2,683	671	439	12,158	237	105	52	394	41	15	---	---	56	12,608
Ilokos Sur.....	6,664	2,762	981	610	11,017	413	221	92	726	54	10	---	---	64	11,807
Iloilo.....	9,499	4,194	1,769	989	16,451	501	316	182	999	47	8	3	5	63	17,513
Isabela.....	1,841	771	518	172	3,302	61	11	12	84	4	---	---	---	4	3,390
La Laguna.....	3,794	1,731	719	394	6,638	297	113	76	486	12	---	---	---	12	7,136
Lepanto-Bontok.....	1,214	244	121	66	1,645	18	2	---	20	---	---	---	---	---	1,665
Leyte.....	10,408	4,321	1,237	297	16,263	232	96	34	362	15	9	---	---	24	16,649
Mindoro.....	1,803	559	193	65	2,620	20	16	---	36	1	---	---	---	1	2,657
Misamis.....	3,870	1,216	695	279	6,060	55	38	12	105	5	---	---	---	5	6,170
Occidental Negros.....	11,730	3,079	941	590	16,340	191	131	63	385	22	8	9	---	39	16,764
Oriental Negros.....	10,007	2,786	972	188	13,953	42	38	28	108	5	3	---	---	8	14,069
Nueva Ecija.....	3,943	2,813	809	350	7,315	162	148	60	370	16	---	---	---	16	7,701
Nueva Vizcaya.....	807	520	263	72	1,662	20	16	13	49	6	---	---	---	6	1,717
Palawan.....	1,673	203	60	30	1,966	18	6	---	24	---	---	---	---	---	1,990
Pampanga.....	4,599	4,005	1,643	982	11,229	284	300	126	710	62	18	12	---	92	12,031
Pangasinan.....	21,873	5,191	1,602	856	29,522	339	193	40	572	37	---	---	---	37	30,131
Rizal.....	3,951	1,529	774	367	6,621	217	87	36	340	10	---	---	---	10	6,971
Romblon.....	3,154	748	296	91	4,289	38	21	15	74	6	9	---	---	15	4,378
Samar.....	7,047	3,280	842	384	11,553	298	82	24	404	18	---	---	---	18	11,975
Sorsogon.....	4,579	1,888	546	248	7,261	187	77	40	304	---	---	---	---	---	7,565
Surigao.....	5,393	1,652	565	189	7,799	108	24	10	142	5	---	3	---	8	7,949
Tarlak.....	5,860	1,598	813	565	8,836	196	215	57	468	13	---	---	---	13	9,317
Tayabas.....	6,392	2,714	1,250	771	11,127	372	195	97	664	23	13	12	---	48	11,839
Union.....	5,517	2,002	772	368	8,659	243	91	40	374	8	---	---	---	8	9,041
Sambales.....	1,590	802	325	132	2,849	77	79	28	184	25	---	---	---	25	3,058
Normal School.....	22	56	27	95	200	64	73	40	177	87	66	60	10	223	600
Trade School.....	---	---	46	90	136	89	32	---	121	10	3	---	---	13	270
Total.....	233,020	81,604	30,899	14,215	359,738	7,062	4,550	1,857	13,469	866	326	179	22	1,393	374,600

Division.	Per cent.																															
	71.	72.	73.	74.	75.	76.	77.	78.	79.	80.	81.	82.	83.	84.	85.	86.	87.	88.	89.	90.	91.	92.	93.	94.	95.	96.	97.	98.	99.	100.		
1. Manila .....																																
2. Normal School .....																																
3. Union .....																																
4. Lepanto-Bontok .....																																
5. Samar .....																																
6. Kagayan .....																																
7. Tayabas .....																																
8. Trade School .....																																
9. Sambales .....																																
10. Tarlak .....																																
11. Antiki .....																																
12. Nueva Vizcaya .....																																
13. Palawan .....																																
14. Benguet .....																																
15. Pampanga .....																																
16. Pangasinan .....																																
17. Kavite .....																																
18. Iloilo .....																																
19. La Laguna .....																																
20. Batangas .....																																
21. Isabela .....																																
22. Leyte .....																																
23. Rizal .....																																
24. Surigao .....																																
25. Ilokos Sur .....																																
26. Cebu .....																																
27. Ilokos Norte .....																																
28. Bulakan .....																																
29. Mindoro .....																																
30. Sorsogon .....																																
31. Bataan .....																																
32. Occidental Negros .....																																
33. Oriental Negros .....																																
34. Bohol .....																																
35. Kapis .....																																
36. Nueva Ecija .....																																
37. Kamarines .....																																
38. Romblon .....																																
39. Albay .....																																
40. Misamis .....																																
General average .....																																

No. VIII.—A table showing, by divisions and for the Islands, the promotions by grades during the last semester of the school year 1907-8.

Division.	Primary grades.			Intermediate grades.			Years of high school.			
	I to II.	II to III.	III to IV.	IV to V.	V to VI.	VI to VII.	Grade VII to First year.	First to second year.	Second to third year.	Third to fourth year.
Manila	768	591	478	161	245	85	75	11	7	5
Albay	1,464	909	540	294	155	84	8	10	10	
Camarines	2,060	785	459	128	92	99	26	8		
Antiki	1,378	721	370	74	54	24	11	15		
Bataan	128	104	95	37	27	9	2			
Batangas	2,055	1,042	400	231	155	130	76	26	10	10
Benguet										
Bohol	4,591	1,600	539	121	58	45	10	5		
Bulakan	1,347	892	469	214	177	123	68	38	13	8
Kagayan	1,473	579	285	85	74	52	29	12		10
Kapisi	2,608	1,138	435	176	45	87	26	9	3	
Cavite	1,066	738	330	147	113	87	58	6	9	11
Cebu	7,610	2,452	1,153	227	146	95	38	13	9	
Ilokos Norte	1,424	846	229	119	139	33	22	20	15	
Ilokos Sur	1,737	1,374	478	210	194	113	43	32	6	
Iloilo	2,458	1,726	740	133	166	133	54	26	1	1
Isabela	256	125	97	38	52	5	11	3		
La Laguna	898	432	146	92	120	60	49			
Lepanto-Bontok				35						
Leyte	3,666	2,332	841	165	138	67	24	12	8	
Mindoro	368	239	73	37	22	16				
Misamis	770	543	277	91	29	16	12	5		
Occidental Negros	1,323	357	206	165	92	60	20	17	7	9
Oriental Negros	1,523	901	143	57	35	13	11	2		
Nueva Ecija	1,132	835	401	172	92	51	36	14		
Nueva Vizcaya	209	131	55	29	4	3	4			
Palawan	471	147	32	19	16	7				
Pampanga	2,070	1,132	435	163	179	100	59	18	12	
Pangasinan	3,134	1,539	621	353	203	130	27	5		
Rizal	2,303	1,057	649	262	149	77	22	10		
Romblon	1,730	458	223	27	17	9	14	5	8	
Samar	3,613	1,744	697	190	127	75	21	10		
Sorsogon	1,506	1,013	320	102	37	33	31			
Surigao	1,719	731	300	85	55	19	7	5		4
Tarlac	630	534	343	133	93	105	25	12		
Tayabas	1,135	637	363	230	64	104	71	13	10	12
Union	1,342	736	303	201	165	75	25	7		
Sambales	513	257	194	33	46	43	22	19		
Normal School	30	24	23	13	33	27	20	37	63	10
Trade School			6	35	42	19	9	3		
Total	63,173	31,101	13,343	4,954	3,661	2,274	1,051	423	191	30

No. IX.—A table showing the enrollment, by sexes, in the different courses of study during the month of March, 1908.

Course of study.	Males.	Females.	Total.
Primary	221,923	137,974	359,897
Intermediate	10,431	2,898	13,329
Secondary	1,064	240	1,324
Total	233,418	141,112	374,530

The ratio of males to females is as 3 is to 2.

proposing the following financial plan for making municipal school funds what they should be. New taxes can scarcely be laid on the people, but a fair proportion of recently laid taxes can and should be made available for school purposes. By Act No. 1652, enacted May 18, 1907, the provincial board of any province is empowered to provide for the collection of one additional peso cedula tax, for the "road and bridge fund." It is recommended that this additional tax wherever laid be divided equally with the municipal school fund. The levy of this tax makes unwise the imposition of any additional local tax, and the sum of ₱1,600,000, which it yields, is adequate local assistance both for the improvement of roads and for schools, if it is generally and regularly contributed, and finally, it will hereafter be found to be much easier to secure the general adoption of this tax if it is divided with schools. Legislation providing for this change should be so framed as to bring the next municipal fiscal year beginning January 1, 1909, within its provision.

In addition to this income, voted and raised locally, a nearly equal sum should be provided by the Insular Government and apportioned to municipalities on the basis of school attendance. If necessary, the appropriation for the Bureau of Education could be slightly reduced in certain particulars, so that the total Insular appropriation for education would not exceed ₱4,000,000.

In support of this recommendation to aid local school funds, there stands the decisive precedent of the public school system of the United States. In addition to the support of primary schools provided by local taxation under the American system, the state, or commonwealth government almost invariably provides an additional sum out of state revenues distributed according to some equitable plan. In the State of California there is apportioned from the "State school fund" the sum of \$250 for every teacher employed by cities and counties, and after this first apportionment is made, the balance of the State school fund is distributed in accordance with average daily attendance.

By the plan recommended above, a satisfactory system of *current* municipal school revenues would be provided. Additional provision should be made at the same time for *permanent* school buildings. In this matter the Insular Government has done all it can be expected to do by the generous provision of the Gabaldon Act, whereby ₱1,000,000 will become available for barrio schoolhouse construction within the next four and a half years. What is now needed is legal authority for municipalities or minor divisions within municipalities forming "school districts," to provide the complementary local fund by self-imposed taxation. Such districts should be empowered to impose by a majority vote of adult inhabitants either a limited per capita tax or an additional land tax, not to exceed 1 per cent of assessed values, for the construction of



WALL GROUP



SCHOOL FOR DEAF AND BLIND CHILDREN, AT MANILA.





**PITCHING A LARGE TENT AT THE ASSEMBLY CAMP, BAGUIO.**  
The laborers are Igorot.



**TEACHERS' TENTS AT THE TEACHERS' VACATION CAMP, BAGUIO.**

WASAL 0807470



**MORNING CONCERT BY BAND AT THE TEACHERS' ASSEMBLY CAMP, BAGUIO.**



**TEACHERS' VACATION CAMP AT BAGUIO, BENGUET.**

YAPAL GOVERNMENT

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Manila  
Albay  
Camar  
Antiki  
Bataan  
Batang  
Bengua  
Bohol  
Bulak  
Kagay  
Kapis  
Cavite  
Cebu  
Hokos  
Hokos  
Dillo  
Imbel  
La La  
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No. X.—A table showing, by divisions and for the Islands, the enrollment, attendance, percentage of attendance, and the instructors, American and Filipinos, in the normal institutes held during the school year 1907-8.

Division.	Weeks in session.	Enrollment.	Attendance.	Percentage of attendance.	Instructors.	
					American.	Filipino.
Manila						
Albay	5	248	245	99	10	6
Camarines	6	128	116	99	6	
Antiki	8					1
Bataan	8	40	40	100	7	
Batangas	5	187	180	97	5	1
Benguet						
Bohol	6	323	297	95	6	4
Bulakan	6	139	130	94	6	
Kagayan	8	185	171	92	7	7
Kapis	5	232	216	95	17	1
Cavite	4½	150	149	100	10	15
Cebu	4	561	545	97	15	
Ilokos Norte	6	234	228	98	6	2
Ilokos Sur	6	234	224	97	9	
Iloilo	6	150	86	58	7	
Isabela	6	58	51	88	3	
La Laguna	6	179	174	97	6	
Lepanto-Bontok	6	48	37	77	2	
Leyte	7	209	196	96	11	1
Mindoro	6	52	47	90	3	1
Misamis	6	167	157	95	7	
Occidental Negros	4	267	262	97	11	2
Oriental Negros	4	186	182	98	5	
Nueva Ecija	3	140	134	97	6	1
Nueva Viscaya	6	48	46	96	2	
Palawan	8	30	22	73	1	
Pampanga	7	208	202	99	10	10
Pangasinan	7	522	516	99	12	5
Rizal	6	187	186	99	5	7
Romblon	4	85	81	96	5	1
Samar	6	611	592	97	13	5
Sorsogon	6	165	163	100	6	
Surigao	4	210	172	82	11	3
Tarlak	5	78	70	90	4	1
Tayabas	4	183	176	96	15	7
Union	4	174	167	90	5	2
Zambales	5	63	62	98	5	
Normal School						
Trade School						
Total	198.5	6,671	6,312	96	259	83

NOTE.—The enrollment in normal institutes is almost entirely of Filipino, Insular and municipal teachers.



No. XI.—Table showing, by divisions, the attainment and number of teachers enrolled in the third annual vacation assembly for Filipino teachers, held at Manila April 20 to May 16, 1908.

Division.	Grade VI.	Grade VII.	First year.	Second year.	Third year.	Graduates of Philippine Normal School.	Government students.	American teachers.	Total.
Manila	8	8	2	1	1	18			28
Albay	1	9	8						18
Camarines		1							1
Antiki		1							1
Bataan			2					1	3
Batangas	4	5	4			2			15
Benguet									
Bohol			1						1
Bulakan	26	39	5	1	1	1			73
Kagayan	2	1							3
Kapisi	2						1	1	4
Cavite	14	17	10						41
Cebu	1								1
Ilokos Norte		1							1
Ilokos Sur.	12	5	3	4	8				32
Iloilo		8	5						8
Isabela			2						2
La Laguna	1	5	5						11
Lepanto-Bontok	1	1							2
Leyte	2	1							3
Mindoro		1	2						3
Misamis			3						3
Occidental									
Negros		1							1
Oriental Negros									
Nueva Ecija	2	4	1						7
Nueva Viscaya									
Palawan			1						1
Pampanga	64	61	27						152
Pangasinan	7	25	8						41
Rizal	11	31	54	8	1				100
Romblon	1	3							4
Samar		1	2						3
Sorsogon									
Surigao									
Tarlak	11	11	7						29
Tayabas		2	4	1		1		1	9
Union	2	1	1			1			5
Sambales	6	7	3						16
Normal School									
Trade School									
Total	173	241	155	10	11	18	1	3	612

No. XII.—*A summary of the results of an examination for physical defects among the school children of the city of Manila during 1908.*

[From report by Dr. Anna D. Peck, medical inspector, Bureau of Education, Manila, P. I.]

Defects.	Boys.	Girls.	Total.	Percentage.
Total examined	5,459	1,860	7,319	
Defective vision:				
Myopia	1,716	652	2,368	32
Astigmatism	2,618	831	3,440	47
Strabismus	8	1	9	
Amblyopia	8		8	
Corneal defects	7		7	
Diseased lids	906	296	1,202	17
Other eye affections				
Occlusion of Lacrymal duct		1	1	
Sarcoma of cornea	2		2	
Defective hearing	426	90	516	7
Dentists' caries	1,946	1,131	3,077	42
Excessive adenoid tissue (tonsils, pharynx and nostrils)	1,075	483	1,558	21
Anemia	507	196	703	10
Dermatoses:				
Acne	311	55	366	5
Pinta	67	31	98	1
Tinea imbricata	392	86	478	6
Tinea circinata	22	6	28	6
Tinea tonsurans	1		1	
Eczema	5	2	7	
Smallpox pitted	1,104	314	1,418	20
Deformities:				
Talipes varus		1	1	
Scoliosis	2		2	
Absence of limb	2		2	
Harlip and cleft palate	3	1	4	
Gingivitis	1		1	
Cervical tumor	1		1	
Otitis media	1		1	
Chronic ulcers	1	2	3	
Lame from birth	1		1	

No. XIII.—A table showing, by divisions and for the Islands, the average monthly salaries of Filipino teachers.

Division.	Municipal.				Insular.	
	Regular.		Temporary.		Male.	Female.
	Male.	Female.	Male.	Female.		
Manila	P72.00	P67.00	P40.00	P40.00	P200.00	P180.00
Albay	24.98	24.28	10.00	10.00	45.45	70.00
Camarines	21.64	21.81	15.00	15.00	41.25	46.00
Antiki	14.58	13.12			45.00	70.00
Bataan	19.60	18.13	16.25	15.00	50.00	
Batangas	23.12	21.78	20.00	27.50	55.00	65.00
Benguet			15.00	15.00	15.00	20.00
Bohol	8.98	8.27			33.30	30.00
Bulakan	25.25	25.65	18.75	17.50	75.35	62.50
Kagayan	23.96	14.50	12.40	10.00	47.00	
Kapla	17.30	18.00	13.88	12.98	50.00	43.33
Cavite	18.85	17.93	11.00	18.00	56.43	45.00
Cebu	11.00	9.80	10.00	8.20	34.80	35.00
Ilokos Norte	9.41	9.52			49.57	40.00
Ilokos Sur	13.34	13.61			35.36	46.50
Iloilo	17.56	16.56			54.06	48.00
Isabela	16.25	16.09	13.50	15.55	50.00	60.00
La Laguna	23.00	21.00	18.00	17.00	55.00	53.00
Lepanto-Bontok	14.65	13.00			24.00	20.00
Leyte	15.58	15.99	14.33	12.47	34.51	42.50
Mindoro	14.35	14.67	12.00	10.66	32.14	40.00
Misamis	16.80	16.40	12.75	13.25	39.00	
Occidental Negros	16.46	16.15	11.26	12.00	50.00	43.60
Oriental Negros	10.17	10.46	9.13	6.08	42.73	32.50
Nueva Ecija	15.51	14.37	13.56	14.00	33.44	
Nueva Vizcaya	11.94	13.10	8.40	8.00	33.14	
Palawan	20.13	15.56	15.00	13.50	51.00	
Pampanga	22.96	21.06	17.58	17.50	48.58	35.00
Pangasinan	24.85	23.41	14.92	14.39	59.06	60.00
Rizal	23.17	23.11			58.12	
Romblon	12.24	11.41	5.00	5.00	43.00	40.00
Samar			17.23	12.18	41.43	46.67
Sorsogon	20.21	20.70	25.00	15.00	50.00	35.00
Surigao	15.50	12.60	11.30	9.30	42.70	50.00
Tarlak	20.31	16.55	14.63	14.91	43.05	28.33
Tayabas	22.77	20.94	20.00	14.60	70.00	60.00
Union	11.72	10.71	18.00		48.66	30.00
Sambales	12.22	10.18	10.06	10.00	39.54	40.00
Normal School					50.00	55.00
Trade School					54.60	
General average	18.39	18.70	15.54	18.92	45.28	45.33

No. XIV.—A table showing, by divisions and for the Islands, the apportionment of the funds appropriated by Acts Nos. 1275, 1580, and 1688 for aid in the construction of public school buildings, and the amounts to be raised locally for the same purpose.

Division.	1906.		1907.		1908.		Total.	
	Act No. 1275.	Local.	Act No. 1580.	Local.	Act No. 1688.	Local.	Insular.	Local.
Manila	1* 8,244.25		2* 60,000.00	2* 60,000.00			1* 68,244.25	2* 60,000.00
Albay	8,000.00	2* 85,000.00				2* 30,100.00	85,000.00	65,100.00
Camarines	8,000.00				20,000.00	20,000.00	28,000.00	20,000.00
Antaki	6,000.00	1,500.00			7,500.00	7,500.00	13,500.00	9,000.00
Bataan	6,000.00	5,000.00					6,000.00	5,000.00
Batangas	5,000.00	8,500.00					13,000.00	10,500.00
Benquet	6,000.00		8,000.00	7,000.00			28,800.00	
Bohol	12,000.00	15,000.00			17,800.00		12,000.00	16,000.00
Bulacan	10,000.00	22,000.00	10,000.00	10,000.00			27,878.74	66,878.74
Kagayan	8,000.00	17,500.00	12,000.00		1,500.00		21,500.00	17,500.00
Kapla	8,000.00	24,000.00			11,500.00		19,500.00	24,000.00
Carile	9,628.00		10,000.00	10,000.00			19,628.00	11,000.00
Cebu	12,000.00	1,000.00	22,500.00	87,500.00			84,500.00	87,500.00
Ilokos Norte			17,000.00	17,000.00	10,000.00		27,000.00	17,000.00
Ilokos Sur	17,000.00	28,000.00					17,000.00	29,000.00
Iloilo	82,000.00	25,000.00			12,500.00	12,500.00	44,500.00	87,500.00
Isabela	10,000.00	8,987.99			4,000.00	1,000.00	14,000.00	4,987.99
La Laguna	10,000.00	10,000.00	6,000.00	2,000.00	465,000.00	15,000.00	481,000.00	27,000.00
Lepanto-Bontok								
Levite	10,000.00	10,000.00			31,000.00	34,000.00	46,000.00	49,000.00
Mindoro	5,000.00		5,000.00	5,000.00			17,500.00	
Misamis	8,000.00	8,000.00	12,500.00				85,000.00	35,000.00
Occidental Negros	8,000.00		18,000.00	18,000.00	10,000.00	10,000.00	80,000.00	59,114.45
Oriental Negros	6,000.00	87,114.45			22,000.00	22,000.00	11,000.00	80,000.00
Nueva Ecija	8,000.00	20,000.00			5,000.00	10,000.00	9,000.00	
Nueva Vizcaya	6,000.00	2,500.00	1,000.00	1,000.00			16,000.00	8,500.00
Palayan	4,000.00		5,000.00		5,000.00		5,200.00	
Pampanga	12,000.00				1,200.00			
Pangasinan	12,000.00	15,500.00	15,000.00	14,000.00	15,000.00	6,000.00	48,000.00	35,500.00
Rizal	8,000.00	85,000.00	85,000.00	40,000.00			48,000.00	48,000.00
Romblon	9,252.75	4,385.40	15,000.00		6,000.00	6,000.00	30,252.75	10,385.40
Samar	8,000.00	13,500.00					8,000.00	13,500.00
Sarangani	8,000.00	8,000.00	8,000.00		3,000.00		19,000.00	8,000.00
Surigao	20,000.00	85,000.00					20,000.00	85,000.00
Tarlac	12,000.00	16,000.00	5,000.00	5,000.00	13,000.00	12,500.00	34,000.00	28,500.00
Tayabas	12,778.00	10,000.00	12,000.00	12,000.00			19,000.00	10,000.00
Union	12,000.00	14,000.00	16,000.00	15,000.00	12,000.00	10,000.00	39,775.00	89,000.00
Sambales	8,000.00	8,000.00	6,000.00	8,000.00	8,000.00	10,000.00	24,323.12	8,000.00

\* Expended on the Insular Trade School.

\* 2\* 10,000 allotted for an Agricultural School, vicinity of Manila.

\* The allotment of 2\* 26,000 of this amount is still pending.

\* 2\* 50,000 of this amount are set aside for the Insular Agricultural School.

No. XIV.—A table showing, by divisions and for the Islands, the apportionment of the funds appropriated by Acts Nos. 1275, 1580, and 1688 for aid in the construction of public school buildings, and the amounts to be raised locally for the same purpose—Continued.

Division.	1906.		1907.		1908.		Total.	
	Act No. 1275.	Local.	Act No. 1580.	Local.	Act No. 1688.	Local.	Insular.	Local.
Normal School								
Trade School								
Total	P 350,000.00	P 469,816.96	P 299,000.00 1,000.00	P 244,500.00	P 446,468.74 8,581.26	P 280,978.74	P 985,468.74 4,581.26	P 945,265.70
Balance unapportioned								

No. XV.—A table showing, by divisions and for the Islands, the distribution of disbursement made from the Insular appropriation during the period July 1, 1907, to June 30, 1908.

Division.	Salaries and wages.					
	American.		Filipino.		Division superintendents and clerks.	Miscellaneous.
	Regular.	Temporary.	Regular.	Temporary.		
Manila.....	P187,357.55	P10,723.86	P1,187.00	P530.67	P6,623.33	P3,965.59
Albay.....	36,780.06	3,941.50	4,818.49	2,224.67	6,562.50	591.68
Camarines.....	47,296.06	1,475.00	6,347.83	1,503.68	5,102.83	154.87
Antiki.....	17,055.57	160.00	1,507.51	1,572.00	1,496.65	—
Bataan.....	16,101.43	55.00	1,185.67	1,489.50	4,613.83	208.67
Batangas.....	50,500.22	1,532.50	5,954.51	2,279.79	5,148.67	262.77
Benguet.....	11,143.85	4,063.30	—	834.22	3,452.87	—
Bohol.....	44,132.65	2,820.28	2,742.33	4,500.51	1,975.00	—
Bulakan.....	46,130.62	3,950.00	10,994.99	1,866.00	5,406.00	368.34
Kagayan.....	44,957.54	295.00	2,835.33	2,360.67	4,141.00	280.84
Kapis.....	51,096.26	3,376.95	5,507.50	3,823.66	6,405.01	313.34
Cavite.....	37,702.28	2,880.57	8,990.33	1,281.02	4,960.00	260.00
Cebu.....	70,243.01	7,421.39	3,160.16	8,956.80	6,499.83	1,125.03
Ilokos Norte.....	39,010.90	2,073.89	7,679.83	613.66	5,079.76	409.45
Ilokos Sur.....	58,203.64	7,760.28	9,725.32	3,059.77	7,170.00	4,043.13
Iloilo.....	71,962.96	5,985.01	6,610.34	4,651.35	6,977.00	518.06
Isabela.....	16,855.55	4,061.68	1,331.66	1,947.66	2,942.22	586.67
La Laguna.....	43,575.75	1,785.00	4,887.84	1,949.52	5,700.00	72.22
Lepanto-Bontok.....	15,656.68	3,672.66	8.00	1,766.97	654.33	146.67
Leyte.....	57,879.42	2,038.34	2,317.33	4,645.72	2,398.34	54.86
Mindoro.....	16,344.63	2,922.33	618.00	2,824.58	720.66	86.67
Misamis.....	31,476.03	6,317.50	509.00	2,243.68	4,062.00	405.57
Occidental Negros.....	54,308.35	—	6,050.17	7,218.04	5,215.00	96.67
Oriental Negros.....	30,013.63	2,412.50	3,124.75	2,524.35	4,587.99	613.34
Nueva Ecija.....	32,161.64	2,813.33	5,282.50	2,286.15	2,526.33	426.40
Nueva Vizcaya.....	11,963.07	1,565.56	2,366.66	196.80	4,000.00	283.34
Palawan.....	11,746.57	2,435.01	1,068.00	3,213.49	120.00	80.56
Pampanga.....	66,799.42	4,718.34	7,027.17	2,037.66	4,942.58	338.33
Pangasinan.....	80,539.96	7,527.50	12,312.49	5,143.72	8,092.67	510.00
Rizal.....	36,575.12	8,699.16	5,776.99	1,688.67	4,991.95	102.50
Romblon.....	15,264.11	3,063.33	579.33	1,069.01	3,077.33	—
Samar.....	43,466.06	6,917.66	3,283.00	3,933.01	4,093.83	585.00
Sorsogon.....	35,317.80	2,969.99	1,854.00	1,962.34	3,840.69	193.34
Surigao.....	39,352.29	—	2,968.67	2,116.34	5,048.34	476.68
Tarlak.....	40,692.43	1,848.33	4,350.33	2,390.66	982.33	—
Tayabas.....	56,255.34	6,151.68	8,382.67	756.67	5,214.66	407.79
Union.....	38,804.70	1,582.50	3,360.84	1,846.24	4,725.00	246.67
Sambales.....	23,203.29	1,099.99	2,363.66	2,647.44	4,286.67	3.50
Normal School.....	53,704.46	12,536.91	2,164.66	911.01	7,449.15	1,437.11
Trade School.....	21,262.24	14,399.99	1,084.00	6,168.32	5,046.28	2,492.33
Library.....	—	150.00	—	—	—	45.47
General office.....	—	—	—	—	—	14,762.86
Miscellaneous.....	—	—	—	—	—	—
Total.....	1,652,793.14	160,203.82	162,366.86	103,781.02	176,331.63	37,060.85
Library.....	—	—	—	—	—	13,657.85
General office.....	—	—	—	—	—	111,207.97
Grand total.....	—	—	—	—	—	2,417,402.64

No. XV.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Traveling expenses.					Non-Christian tribes.	Miscellaneous.	Grand total.
	Division superintendents.	Super-vising teachers.	Other teachers.	To and from Philippine Islands.	Total.			
Manila			₱187.54	₱5,263.00	₱5,450.54		₱80.99	₱165,919.58
Albay	₱384.28	₱1,313.91	528.43	918.02	3,144.64		692.82	58,756.36
Camarines	616.85	1,249.63	312.98	851.30	3,030.26	₱209.00	753.60	65,878.13
Antiki	341.55	367.25	198.25	330.00	1,237.05		823.06	23,851.84
Bataan	872.81	395.36	52.98	1,576.50	2,897.15		411.69	26,962.34
Batanga	292.70	1,385.76	225.19	2,015.90	3,869.55		396.75	69,944.76
Benguet	451.76	334.50	111.25	655.57	1,553.08	8,458.22	1,340.71	80,128.05
Buhol	588.18	1,602.60	849.70	710.00	3,750.48		701.70	60,622.95
Bulakan	782.70	1,227.67	248.77	1,859.16	4,118.30		5,844.00	78,178.25
Kagayan	1,162.55	863.34	312.54	1,686.70	3,975.13	144.04	4,488.29	59,525.84
Kapla	460.20	1,454.82	169.80	955.26	3,040.06		386.66	73,948.46
Cavite	363.42	900.02	483.73	1,044.20	2,791.37		9,623.12	68,488.69
Cebu	1,380.60	3,014.63	844.55	4,599.28	9,819.06		3,123.49	110,348.27
Ilokos Norte	658.50	1,014.67	587.59	1,184.42	3,395.18	356.65	478.15	59,097.47
Ilokos Sur	998.13	1,897.40	536.21	3,123.84	6,560.67	8,416.97	560.69	105,500.47
Iloilo	339.96	2,234.67	525.55	1,963.24	5,064.42		456.35	102,225.49
Isabela	847.68	801.99	182.17	1,672.07	3,203.91	105.00	908.41	30,687.76
La Laguna	608.98	1,076.56	151.77	1,856.41	3,688.67		5,867.61	67,026.61
Lepanto-Bontok	799.54	3,279.00	208.67	229.42	1,511.78	6,075.66	360.81	29,858.56
Leyte	1,011.88	1,783.81	773.86	1,451.02	5,019.57		355.20	74,812.81
Mindoro	781.83	482.91	218.03	742.26	2,224.53	579.57	1,304.79	27,625.76
Misamis	1,471.05	816.56	764.25	1,160.68	4,212.39		254.42	49,480.59
Occidental Negros	1,050.45	1,865.81	1,165.98	798.70	4,890.94		1,015.49	78,779.66
Oriental Negros	486.83	1,267.95	566.90	2,393.21	4,714.89		303.56	48,295.01
Nueva Ecija	697.40	1,272.21	207.49	2,175.20	4,352.30		234.73	50,063.38
Nueva Viscaya	816.26	141.00	159.72	789.58	1,906.56	12,510.29	681.63	35,423.91
Palawan	1,475.29	144.87	263.25	1,883.41	1,883.41		167.44	20,714.48
Panganga	1,220.17	1,625.49	463.72	2,352.98	5,662.36	347.01	365.02	92,237.89
Pangasinan	912.37	3,289.59	392.86	3,487.21	7,981.53		1,008.81	123,116.68
Rizal	855.25	726.20	424.96	1,806.71	3,813.12		1,510.07	63,157.58
Romblon	196.90	566.32	189.70	261.20	1,234.12		104.35	24,391.58
Samar	514.60	545.88	472.89	1,118.68	2,652.05		427.00	65,357.61
Sorsogon	754.32	744.67	316.50	1,845.91	3,661.40		252.77	50,062.88
Surigao	880.55	632.58	824.04	1,244.75	3,581.92	5,000.00	319.98	58,864.22
Tarlac	995.39	800.31	188.21	1,978.91	342.17		259.78	52,744.94
Tayabas	1,006.30	1,159.30	464.60	1,180.61	3,809.81		467.07	81,445.69
Union	1,251.47	763.68	238.70	1,602.44	3,856.24		344.52	54,766.71
Sambales	439.28	645.35	168.08	391.10	1,643.76	877.73	209.02	35,835.06
Normal School			97.49	2,070.08	2,167.52		18,316.03	96,686.85
Trade School	114.35			1,129.20	1,243.55		12,219.98	63,916.64
Library				276.50	276.50		515.41	967.38
General office	124.15			27,780.94	27,855.09		23,172.06	65,790.08
Miscellaneous				13,554.24	13,554.24		8,419.89	16,974.13
Total	28,978.58	40,304.31	15,017.85	101,967.29	186,268.08	42,922.31	98,971.79	2,620,698.95
Library					12.10			13,699.95
General office					4,617.87			115,825.84
Not charged to divisions								651,924.85
Grand total					190,898.00	42,922.31	98,971.79	3,402,119.59

NOTE.—See table following.

No. XV (A).—*A table showing for what purpose the amount given in the preceding table, as not charged to divisions, was expended.*

Text-books .....	₱98,404.45
Industrial equipment .....	66,752.83
School supplies .....	261,977.28
Students in United States.....	204,747.03
Printing and binding.....	1,626.89
Transportation of school supplies.....	254.30
Cablegrams .....	262.05
Night schools .....	72.00
Baguio vacation camp and assembly (except supplies and permanent equipment) as follows:	
Administrative and office force to, from, and while in Baguio .....	₱2,168.52
Teachers' Assembly Herald.....	1,225.68
Transportation and maintenance of four professors from United States to the assembly and return.....	2,827.42
Transportation of supplies.....	3,199.12
Ambulance, four mules, and driver.....	986.00
Clearing and cleaning grounds, building paths, roads, water-closets and bath house. Installing water system and maintaining and policing the camp throughout the assembly.....	5,366.78
Miscellaneous .....	114.50
	<hr/>
	15,888.02
Miscellaneous .....	1,940.00
	<hr/>
Total .....	651,924.85

NOTE.—See preceding financial statement.



No. XIV.—A table showing, by divisions and for the Islands, the apportionment of the funds appropriated by Acts Nos. 1275, 1580, and 1688 for aid in the construction of public school buildings, and the amounts to be raised locally for the same purpose—Continued.

Division.	1906.		1907.		1908.		Total.	
	Act No. 1275.	Local.	Act No. 1580.	Local.	Act No. 1688.	Local.	Insular.	Local.
Normal School								
Trade School								
Total	P 350,000.00	P 469,816.96	P 298,000.00 1,000.00	P 244,500.00	P 346,468.74 3,581.26	P 280,978.74	P 995,468.74 4,581.26	P 945,286.70
Balance unapportioned								

No. XV.—A table showing, by divisions and for the Islands, the distribution of disbursement made from the Insular appropriation during the period July 1, 1907, to June 30, 1908.

Division.	Salaries and wages.					
	American.		Filipino.		Division superin- tendents and clerks.	Miscel- laneous.
	Regular.	Tempo- rary.	Regular.	Tempo- rary.		
Manila.....	P187,357.55	P10,723.86	P1,187.00	P530.67	P6,623.33	P8,965.59
Albay.....	36,780.06	3,941.50	4,818.49	2,224.67	6,562.50	591.68
Camarines.....	47,296.06	1,475.00	6,347.83	1,503.68	5,102.83	154.87
Antiki.....	17,055.57	160.00	1,507.01	1,572.00	1,496.65	
Bataan.....	16,101.43	55.00	1,185.67	1,489.50	4,613.33	208.67
Batangas.....	50,500.22	1,532.50	5,954.51	2,279.79	5,148.67	262.77
Benguet.....	11,143.85	4,063.80		834.22	3,452.87	
Bohol.....	44,182.65	2,820.28	2,742.33	4,500.51	1,975.00	
Bulakan.....	46,130.62	3,950.00	10,994.99	1,866.00	5,406.00	368.34
Kagayan.....	44,957.54	295.00	2,853.33	2,360.67	4,141.00	280.84
Kapis.....	51,096.26	3,376.95	5,507.50	3,823.66	6,405.01	313.34
Cavite.....	37,702.28	2,880.57	8,990.33	1,281.02	4,960.00	260.00
Cebu.....	70,243.01	7,421.39	3,160.16	8,356.80	6,499.33	1,125.03
Ilokos Norte.....	39,010.90	2,073.89	7,679.83	613.46	5,079.76	409.45
Ilokos Sur.....	58,203.64	7,760.28	9,725.32	3,059.77	7,170.00	4,043.13
Iloilo.....	71,962.98	5,985.01	6,610.34	4,651.35	2,977.00	518.06
Isabela.....	16,855.55	4,061.68	1,331.66	697.66	2,942.22	586.67
La Laguna.....	43,575.75	1,785.00	4,887.84	1,949.52	5,700.00	72.22
Lepanto-Bontok.....	15,656.68	3,672.66	8.00	1,766.97	654.33	146.67
Leyte.....	57,879.42	2,038.34	2,317.33	4,645.72	2,398.34	69,438.04
Mindoro.....	16,344.63	2,922.33	618.00	2,824.58	720.66	86.67
Misamis.....	31,476.08	6,317.50	509.00	2,243.68	4,062.00	405.57
Occidental Negros.....	54,308.35		6,050.17	7,213.04	5,215.00	96.67
Oriental Negros.....	30,013.63	2,412.50	3,124.75	2,524.35	4,587.99	613.34
Nueva Ecija.....	32,161.64	2,813.33	5,282.50	2,286.15	2,526.33	426.40
Nueva Vizcaya.....	11,963.07	1,565.56	2,366.66	196.80	4,000.00	283.34
Palawan.....	11,746.57	2,435.01	1,068.00	3,213.49	120.00	80.56
Pampanga.....	66,799.42	4,718.34	7,027.17	2,037.66	4,942.58	338.33
Pangasinan.....	80,539.96	7,527.50	12,312.49	5,143.72	8,092.67	510.00
Rizal.....	36,575.12	8,699.16	5,776.99	1,688.67	4,991.95	102.50
Romblon.....	15,264.11	3,063.33	579.33	1,069.01	3,077.33	
Samar.....	43,466.06	6,917.66	3,283.00	3,933.01	4,093.83	585.00
Sorsogon.....	35,317.80	2,969.99	1,854.00	1,962.34	3,840.69	193.34
Surigao.....	39,352.29		2,968.67	2,116.34	5,048.34	476.68
Tarlak.....	40,592.43	1,848.33	4,350.33	2,390.66	982.33	
Tayabas.....	56,255.34	6,151.68	8,382.67	756.67	5,214.66	407.79
Union.....	38,804.70	1,582.50	3,860.84	1,846.24	4,725.00	246.67
Sambales.....	23,203.29	1,099.99	2,363.66	2,647.44	4,286.67	3.50
Normal School.....	53,704.46	12,536.91	2,164.66	911.01	7,449.15	1,437.11
Trade School.....	21,262.24	14,399.99	1,084.00	6,168.32	5,046.28	2,492.33
Library.....		150.00				45.47
General office.....						14,762.86
Miscellaneous.....						
Total.....	1,652,793.14	160,203.82	162,366.86	103,781.02	176,331.63	37,060.85
Library.....						13,657.85
General office.....						111,207.97
Grand total.....						2,417,402.64

No. XV.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Traveling expenses.					Non-Christian tribes.	Miscellaneous.	Grand total.
	Division superintendents.	Super-vising teachers.	Other teachers.	To and from Philippine Islands.	Total.			
Manila			P187.54	P5,263.00	P5,450.54		P80.99	P165,919.53
Albay	P84.28	P1,313.91	528.43	918.02	3,144.64		692.82	58,756.36
Camarines	616.35	1,249.63	312.98	851.30	3,030.26	P209.00	753.60	65,873.13
Antiki	341.55	367.25	198.25	330.00	1,237.05		323.06	23,351.84
Bataan	572.31	396.36	52.98	1,576.50	2,897.15		411.59	26,962.34
Batangas	292.70	1,335.76	225.19	2,015.90	3,869.55		396.75	69,944.76
Benguet	451.76	334.50	111.25	656.57	1,553.08	8,458.22	1,340.71	30,846.25
Hohol	588.18	1,602.60	849.70	710.00	3,750.48		701.70	60,622.95
Bulakan	782.70	1,227.67	248.77	1,859.16	4,118.30		5,844.00	78,178.25
Kagayan	1,162.55	963.34	312.54	1,636.70	3,975.13	144.04	488.29	59,525.84
Kapisi	480.20	1,454.82	169.80	956.26	3,040.06		885.66	78,948.46
Cavite	363.42	900.02	488.78	1,044.20	2,791.37		9,623.12	68,488.69
Cebu	1,380.60	3,014.63	844.55	4,599.28	9,819.06		3,123.49	110,348.27
Ilokos Norte	658.50	1,014.67	687.59	1,184.42	3,395.18	356.65	478.15	59,097.47
Ilokos Sur	998.13	1,897.40	536.21	3,128.84	6,560.67	8,416.97	560.69	105,500.47
Iloilo	339.96	2,238.67	525.55	1,968.24	5,064.42		456.35	102,225.49
Isabela	847.68	801.99	182.17	1,672.07	3,203.91	105.00	908.41	30,687.76
La Laguna	608.98	1,076.56	151.77	1,856.41	3,688.67		5,867.61	67,026.61
Lepanto-Bontok	799.54	279.00	208.67	229.42	1,511.78	6,075.66	360.81	29,858.56
Leyte	1,017.88	1,783.81	773.36	1,451.02	5,019.57		855.20	74,812.81
Mindoro	781.38	482.91	218.03	742.26	2,224.53	579.57	1,304.79	27,625.76
Misamis	1,471.05	1,816.56	764.25	1,160.58	4,212.39		254.42	49,480.59
Occidental Neg. Is.	1,050.45	1,865.81	1,165.98	798.70	4,890.94		1,015.49	78,779.66
Oriental Negros	486.83	1,267.95	566.90	2,398.21	4,714.89		303.56	48,295.01
Nueva Ecija	697.40	1,272.21	207.49	2,175.20	4,352.30		234.73	50,063.38
Nueva Viscaya	816.26	141.00	159.72	789.58	1,906.56	12,510.29	681.63	35,423.91
Palawan	1,475.29	144.87	263.25		1,883.41		167.44	20,714.48
Pampanga	1,220.17	1,625.49	463.72	2,352.98	5,662.36	347.01	365.02	92,237.89
Pangasinan	912.37	3,239.59	392.86	3,437.21	7,981.53		1,008.81	123,116.68
Rizal	855.25	726.20	424.96	1,806.71	3,813.12		1,510.07	68,157.58
Romblon	196.90	686.32	189.70	261.20	1,234.12		104.35	24,391.58
Samar	514.60	545.68	472.89	1,118.68	2,652.05		427.00	65,357.61
Sorsogon	754.32	744.67	316.50	1,845.91	3,661.40		252.77	50,062.33
Surigao	880.55	632.58	824.04	1,244.75	3,561.92	5,000.00	319.98	58,864.22
Tarlak	995.39	800.31	188.21		1,973.91	342.17	259.78	52,744.94
Tayabas	1,005.30	1,159.30	464.60	1,180.61	3,809.81		467.07	81,445.69
Union	1,251.47	763.63	238.70	1,602.44	3,856.24		344.52	54,766.71
Sambales	439.28	645.35	168.08	391.10	1,643.76	377.73	209.02	35,835.06
Normal School			97.49	2,070.08	2,167.52		18,816.03	98,696.85
Trade School	114.35			1,129.20	1,243.55		12,219.98	63,916.64
Library				276.50	276.50		515.41	987.38
General office	124.15			27,730.94	27,855.09		23,172.08	65,790.08
Miscellaneous				13,554.24	13,554.24		3,419.89	16,974.13
Total	23,978.58	40,304.31	15,017.85	101,987.29	186,268.03	42,922.31	98,971.79	2,620,698.95
Library					12.10			13,669.95
General office					4,617.87			115,825.84
Not charged to divisions.								651,924.85
Grand total					190,898.00	42,922.31	98,971.79	3,402,119.59

NOTE.—See table following.

No. XV (A).—*A table showing for what purpose the amount given in the preceding table, as not charged to divisions, was expended.*

Text-books .....	₱98,404.45
Industrial equipment .....	66,752.83
School supplies .....	261,977.28
Students in United States.....	204,747.03
Printing and binding.....	1,626.89
Transportation of school supplies.....	254.30
Cablegrams .....	262.05
Night schools .....	72.00
Baguio vacation camp and assembly (except supplies and permanent equipment) as follows:	
Administrative and office force to, from, and while in Baguio .....	₱2,168.52
Teachers' Assembly Herald.....	1,225.68
Transportation and maintenance of four professors from United States to the assembly and return.....	2,827.42
Transportation of supplies.....	3,199.12
Ambulance, four mules, and driver.....	986.00
Clearing and cleaning grounds, building paths, roads, water-closets and bath house. Installing water system and maintaining and policing the camp throughout the assembly.....	5,366.78
Miscellaneous .....	114.50
	15,888.02
Miscellaneous .....	1,940.00
Total .....	651,924.85

NOTE.—See preceding financial statement.

No. XVI.—A table showing, by divisions, the total provincial receipts and expenditures for school purposes during the fiscal year 1907-8.

Division.	Provincial receipts.					
	Balance on hand July 1, 1907.	Appropriated from general fund.	Insular Government.	Other sources.	Contributions.	Total receipts.
Albay		P1,871.57				P1,871.57
Camarines	P8,000.00	21,481.67				29,481.67
Antiki	2,296.57	612.80	P2,671.68			5,581.05
Bataan	2,370.42	602.80			P51.90	3,024.52
Batangas		6,986.44				6,986.44
Benguet						
Bohol		8,267.58				8,267.58
Bulakan		961.87				961.87
Kagayan		710.09				710.09
Kapla	112.90	3,500.00		P17.00	3.20	3,633.10
Cavite		1,657.60				1,657.60
Cebu		28,226.25	12,000.00			40,226.25
Ilokos Norte	7,895.86	402.85	900.00		22.58	10,220.79
Ilokos Sur		7,291.17		283.54		7,574.71
Iloilo		8,333.33		701.19		9,034.52
Isabela	3,311.65	165.00		223.75		3,700.35
La Laguna		906.15	6,000.00			6,906.15
Lepanto-Bontok			14,000.00			14,000.00
Leyte	619.80	23,840.15	5,000.00			45,459.95
Mindoro		2,912.30				2,912.30
Misamis		1,458.00				1,458.00
Occidental Negros	26,667.17	7,015.50				33,682.17
Oriental Negros		2,622.88				2,622.88
Nueva Ecija		4,300.00				4,300.00
Nueva Viscaya		549.90				549.90
Palawan	109.24	7,060.41				7,169.65
Pampanga	43,187.81	12,472.93	11,780.00	50.06	223.81	67,703.11
Pangasinan		4,935.26				4,935.26
Rizal		2,088.68				2,088.68
Romblon	1,573.30	450.00				2,023.30
Samar		1,194.01				1,194.01
Sorsogon		5,585.54			174.75	5,585.54
Surigao		895.46				895.46
Tarlac		2,000.00		29.75		2,029.75
Tayabas		10,500.00	7,000.00	2,000.00		19,500.00
Union		8,231.23	8,000.00			11,231.23
Sambales		4,581.70			4,609.71	9,141.41
Total	112,143.67	189,854.87	67,331.68	3,314.29	5,065.35	377,729.86

No. XVI.—A table showing, by divisions, the total provincial receipts and expenditures for school purposes during the fiscal year 1907-8—Continued.

Division.	Provincial expenditures.						Balance on hand June 30, 1908.
	Construction and repairs.	Furniture and equipment.	Salaries and wages.	Rent.	Current expenses.	Total.	
Albay.....	P387.94	P25.00	P414.50		P544.18	P1,371.57	
Camarines.....		132.18	731.25	P796.00	89.79	1,748.22	P27,688.45
Antiki.....	312.18	112.96	55.40		2,210.96	2,692.50	2,688.55
Bataan.....	1.50		143.60	397.02		542.12	2,482.40
Batangas.....	3,520.42	710.66	120.00			4,351.08	2,635.86
Benguet.....							
Bohol.....	994.52	894.90	100.50		316.80	2,306.22	5,961.36
Bulakan.....	516.60	77.52	360.00		7.25	961.37	
Kagayan.....	207.65	15.00	120.00	250.00	177.44	710.09	
Kapla.....	261.00	870.29	280.00		577.42	1,488.71	2,194.89
Cavite.....	15.89	192.67		969.86		1,177.92	479.68
Cebu.....	179.60	44.60	508.72	2,400.00	278.98	3,401.90	36,824.85
Ilokos Norte.....	5,583.93		312.50	800.00	581.26	7,177.69	8,048.10
Ilokos Sur.....	1,068.30	2,576.26	586.66		1,839.24	6,040.46	1,534.25
Iloilo.....	8,070.66	927.02			86.84	9,084.52	
Isabela.....	2,608.83				209.56	2,818.39	881.96
Ia Laguna.....	2,907.28		245.00	2,048.88	1,705.49	6,906.15	
Lepanto-Bontok.....	1,302.67	466.51	524.80		4,829.71	7,128.69	6,876.31
Leyte.....	40.07	1,329.16	480.00	1,725.00	487.77	4,062.00	41,897.95
Mindoro.....	154.00	340.94	374.90			869.84	2,042.46
Misamis.....		256.07	92.80		783.29	1,132.16	825.84
Occidental Negros.....	26,459.76	769.24	862.50	1,475.00	868.56	29,980.06	3,752.09
Oriental Negros.....	622.64	397.74		214.52		1,234.90	1,887.48
Nueva Ecija.....	3,164.91	26.00	100.00	17.50		3,308.41	991.59
Nueva Vizcaya.....				414.66	135.24	549.90	
Palawan.....	4,369.15	2,685.30	110.00		5.20	7,169.65	
Pampanga.....	56,098.32	414.72	222.00	1,828.00	4,804.19	62,862.23	4,840.88
Pangasinan.....	720.21	2,015.07	447.98	1,762.00		4,935.26	
Rizal.....	1,202.41	50.00	376.40	180.00	113.23	1,922.04	146.64
Romblon.....			127.50		1,097.55	1,225.05	796.25
Samar.....	36.13			1,157.88		1,194.01	
Sorsogon.....	5,480.69					5,489.69	84.85
Surigao.....	297.86	43.00	182.00		372.60	895.46	
Tarlak.....	168.21	664.17	124.40		507.26	1,459.04	570.71
Tayabas.....	12,047.83	165.38	396.00	660.86	104.04	13,374.11	6,125.89
Union.....	10,820.87		157.50			10,978.37	252.86
Sambales.....	4,160.00			410.00		4,570.00	4,571.41
Total.....	153,747.08	15,708.86	8,451.91	17,778.47	21,280.08	216,955.80	160,774.06

No. XVII.—A table showing, by divisions, the total municipal receipts and expenditures for school purposes during the fiscal year 1907-8.

Division.	Municipal receipts.						
	Balance on hand July 1, 1907.	Land tax and refund from treasury.	Internal revenue.	Appropriated from general fund.	Donations in money.	Other sources.	Total receipts.
Manila				P285,500.00			P285,500.00
Albay	P50,228.91	P26,746.38	P18,872.19	1,584.02	P188.50	P356.81	97,828.81
Camarines	19,678.72	23,186.42	17,640.71	1,029.01		441.26	61,975.12
Antiki	8,965.06	4,784.56	10,187.88	170.12	412.09		19,469.62
Bataan	6,102.06	3,434.64	3,180.26	382.69		272.44	13,872.09
Batangas	28,733.96	26,146.68	18,549.88	10,592.15		27.58	84,050.26
Benguet*							
Bohol	16,081.75	9,849.96	21,284.80	3,985.80		398.27	51,000.06
Bulakan	54,974.79	40,863.25	16,089.42	452.37	5,093.91		117,473.74
Kagayan	40,876.88	13,984.99	4,945.34	849.32	17.17		60,673.70
Kapiz	19,875.68	9,596.86	17,368.45	1,312.72	474.96	118.29	48,746.90
Cavite	12,375.06	27,275.32	9,468.59	1,007.85	129.87		50,256.21
Cebu	44,867.99	7,555.20	44,100.06	19,848.77		16,965.28	133,327.80
Ilokos Norte	6,537.40	9,424.86	13,858.07	12,060.73		910.78	42,791.84
Ilokos Sur	12,134.26	9,460.24	13,041.26	12,479.28		46.99	47,162.03
Iloilo	12,568.01	7,800.91	40,300.49	18,750.96			78,940.36
Isabela	13,524.52	5,285.06	5,108.66				28,913.24
La Laguna	88,685.82	25,686.86	8,982.11	200.00			118,554.29
Lepanto-Bontok	2,286.64	110.12	656.06	2,093.20			5,145.02
Leyte	22,051.33	7,708.76	30,298.76	27,771.19	1,620.75		89,450.79
Mindoro	1,054.90			7,891.51			8,950.41
Minamia	9,475.32	11,619.40	9,908.49	3,114.70	34.50		34,147.41
Occidental Negros	36,989.36	27,480.01	23,449.30	1,281.24	233.60	109.06	89,442.57
Oriental Negros	22,981.66	8,755.86	14,819.65	582.13			47,139.30
Nueva Ecija	15,432.95	2,723.08	8,835.42	5,107.92	7,908.67		40,002.99
Nueva Vizcaya				4,416.66			4,416.66
Palawan	4,052.08		4,037.90		7,350.80		15,439.98
Pampanga	52,402.30	17,062.50	17,259.41	4,821.66		5,412.96	94,956.83
Pangasinan	77,602.59	39,831.57	33,568.40	21,956.87		6,078.54	178,587.47
Risal	31,000.27	18,985.30	11,159.77	12,617.82			73,713.16
Romblon	2,277.32	2,147.86	4,013.17	130.00		21.34	8,589.19
Samar	22,481.57	10,144.99	19,792.99	800.00	7,392.88		60,611.96
Sorsogon	69,962.80	11,778.78	9,856.02	4,354.55	156.81		98,110.96
Surigao	10,545.58	5,880.79	4,988.85	3,983.16	238.50		25,636.88
Tarlac	11,141.19	12,915.07	10,301.51	7,202.35	275.81		41,836.93
Tayabas	52,173.51	23,043.35	16,102.31	7,218.00	841.25	3,182.18	102,060.00
Union	26,527.40	8,610.00	12,712.42	200.00	798.97	1,390.75	49,239.54
Sambales	5,541.18	2,978.92	4,848.01	2,154.87			15,522.96
Total	902,158.54	460,257.02	499,578.11	487,753.11	32,661.23	35,722.58	2,418,130.54

\* The schools in Benguet are supported from Insular funds. (See Table No. XV.)

No. XVII.—A table showing, by divisions, the total municipal receipts and expenditures for school purposes during the fiscal year 1907-8—Continued.

Division.	Municipal expenditures.						Balance on hand June 30, 1908.
	Teachers' salaries.	Repairs and construction.	School furniture.	Rent and incidental.	Out-standing indebtedness.	Total expenditures.	
Manila.....	P199,504.69		P937.87	P63,784.51		P264,227.07	P21,272.93
Albay.....	40,613.67	P2,961.17	2,995.29	5,339.51	P1,142.11	53,061.75	44,875.06
Camarines.....	28,639.14	1,513.31	757.09	2,539.08		33,468.62	28,502.50
Antiki.....	13,380.03	566.51	276.96	354.68	830.89	15,409.07	4,060.16
Bataan.....	7,743.54	678.75	657.75	328.66		9,408.70	3,963.39
Batangas.....	45,810.66	3,423.87	539.75	4,948.83	1,807.53	56,530.64	27,519.61
Benguet*							
Bohol.....	22,124.65	5,369.43	1,075.06	840.29	3,933.97	33,343.40	17,656.68
Iulakan.....	36,273.63	930.37	498.60	4,691.87	3,506.97	45,771.44	71,702.30
Kagayan.....	22,192.67	883.77	198.35	1,512.71	2,390.27	27,177.77	33,495.93
Kapisi.....	26,843.41	2,197.81	582.36	952.07	82.58	30,658.20	18,088.10
Cavite.....	25,404.85	898.35	1,562.12	1,558.81		29,424.13	20,832.08
Cebu.....	55,105.02	15,185.96	7,172.87	5,589.85		83,063.70	50,273.60
Ilokos Norte.....	19,905.82	8,866.79	590.93	580.45	2,731.43	32,675.42	10,116.42
Ilokos Sur.....	29,518.26	5,917.60	437.09	691.00	2,714.34	39,278.29	7,883.74
Iloilo.....	54,653.29	974.67	668.59	2,616.84	3,514.63	62,428.02	16,512.34
Isabela.....	11,636.75	1,144.00	104.15	636.89		13,521.79	10,391.45
La Laguna.....	35,827.56	1,210.22	291.82	9,926.98	2,902.06	50,158.64	68,395.65
Lepanto-Bontok.....	2,860.00	32.72	22.95	11.35	588.57	3,515.59	1,629.43
Leyte.....	32,527.87	9,939.90	4,317.75	1,317.05		48,102.57	41,348.22
Mindoro.....	6,825.34	382.78	783.60	85.00	300.09	8,376.81	623.60
Misamis.....	14,321.83	927.20	1,955.98	1,804.56	501.85	19,511.42	14,635.99
Occidental Negros.....	37,013.78	3,116.46	1,124.89	2,929.02	8,844.00	53,028.15	36,414.42
Oriental Negros.....	18,282.22	2,331.34	439.51	1,855.45	1,968.41	24,876.98	22,262.27
Nueva Ecija.....	17,334.04	822.11	364.63	4,731.72	15.00	23,267.50	16,735.49
Nueva Vizcaya.....	4,345.37			44.84		4,390.21	26.45
Palawan.....	2,746.14	7,350.00		102.40	894.86	11,093.40	4,346.53
Pampanga.....	49,848.72	9,608.91	1,309.47	3,374.08	2,227.76	66,368.94	30,589.89
Pangasinan.....	69,126.35	16,431.05	3,122.13	4,054.28	4,913.35	97,647.16	80,940.31
Rizal.....	40,556.98	1,682.84	809.28	5,807.95	6,108.46	54,965.51	18,747.65
Romblon.....	6,022.57	69.10	9.02	31.00	223.84	6,355.53	2,233.66
Samar.....	18,723.69	848.17	388.47	936.70	800.00	21,692.03	38,919.90
Sorsogon.....	26,267.42	1,181.27	707.76	1,640.43	74.33	29,871.21	66,259.75
Surigao.....	9,763.04	5,848.25	1,272.16	295.53	259.80	17,438.78	8,197.60
Tarlac.....	22,988.79	7,815.81	218.59	1,354.32	2,132.35	34,509.84	7,326.09
Tayabas.....	47,902.73	8,669.41	245.54	11,271.60	263.30	68,352.58	33,706.02
Union.....	15,280.32	1,987.97	1,009.80	1,156.54	4,455.01	23,889.64	25,349.90
Sambales.....	6,633.67	3,146.91	70.39	697.71	802.67	11,251.35	4,271.63
Total.....	1,124,568.51	134,934.78	37,513.57	150,244.86	60,780.38	1,508,041.80	910,088.74

\* The schools in Benguet are supported from Insular funds. (See Table No. XV.)



No. XVIII.—A table consolidating the Insular, provincial, and municipal expenditures for school purposes during the fiscal year 1907-8.

Division.	Insular.	Provincial.	Municipal.	Grand total.
Manila	₱165,919.53		₱264,227.07	₱430,146.60
Albay	58,756.36	₱1,371.57	58,051.75	118,179.68
Camarines	65,873.13	1,748.22	33,468.62	101,089.97
Antiki	23,351.84	2,692.50	15,409.07	41,453.41
Bataan	26,962.34	542.12	9,408.70	36,913.16
Batangas	69,944.76	4,351.06	56,580.64	130,826.48
Benguet	30,846.25			30,846.25
Bohol	60,622.95	2,306.22	33,343.40	96,272.57
Bulakan	78,178.25	961.37	45,771.44	124,911.06
Kagayan	59,525.84	710.09	27,177.77	87,413.70
Kapla	73,948.46	1,438.71	30,658.20	106,045.37
Cavite	68,488.69	1,177.92	29,424.13	99,090.74
Cebu	110,348.27	3,401.90	33,063.70	146,813.87
Ilokos Norte	59,097.47	7,177.69	32,675.42	98,950.58
Ilokos Sur	105,500.47	6,040.46	39,278.29	150,819.22
Iloilo	102,225.49	9,084.52	62,423.02	173,733.03
Izabela	30,687.76	2,318.39	13,521.79	47,027.94
La Laguna	67,026.61	6,906.15	50,158.64	124,091.40
Lepanto-Bontok	29,853.56	7,123.69	3,515.59	40,492.84
Leyte	74,812.81	4,062.00	48,102.57	126,977.38
Mindoro	27,625.76	869.84	8,326.81	36,822.41
Misamis	49,480.59	1,132.16	19,511.42	70,124.17
Occidental Negros	78,779.66	29,930.08	53,028.15	161,737.89
Oriental Negros	48,295.01	1,234.90	24,876.93	74,406.84
Nueva Ecija	50,083.38	3,306.41	23,267.50	76,656.29
Nueva Vizcaya	35,423.91	549.90	4,390.21	40,364.02
Palawan	20,714.48	7,169.65	11,093.40	38,977.53
Pampanga	92,237.89	62,862.23	66,368.94	221,469.06
Pangasinan	123,116.68	4,935.26	97,647.16	225,699.10
Rizal	63,157.58	1,922.04	54,965.51	120,045.13
Romblon	24,391.58	1,225.05	6,355.53	31,972.16
Samar	65,357.61	1,194.01	21,692.08	88,243.65
Sorsogon	50,052.33	5,430.69	29,871.21	85,404.23
Surigao	58,864.22	896.46	17,438.78	77,199.46
Tarlac	52,744.94	1,459.04	34,509.84	88,713.82
Tayabas	81,445.69	13,374.11	68,352.58	163,172.38
Union	54,766.71	10,978.37	23,899.64	89,644.72
Sambales	35,835.06	4,570.00	11,251.35	51,656.41
Normal School	98,686.85			98,686.85
Trade School	63,916.64			63,916.64
Library	14,657.33			14,657.33
General office	181,615.87			181,615.87
Miscellaneous	668,898.98			668,898.98
Total	3,402,119.59	216,955.80	1,508,041.80	5,127,117.19

NOTE.—The known and estimated outstanding obligations on June 30 payable from the Insular appropriation is ₱96,491.49, making a possible total expenditure from the Insular appropriation of ₱3,498,611.08.

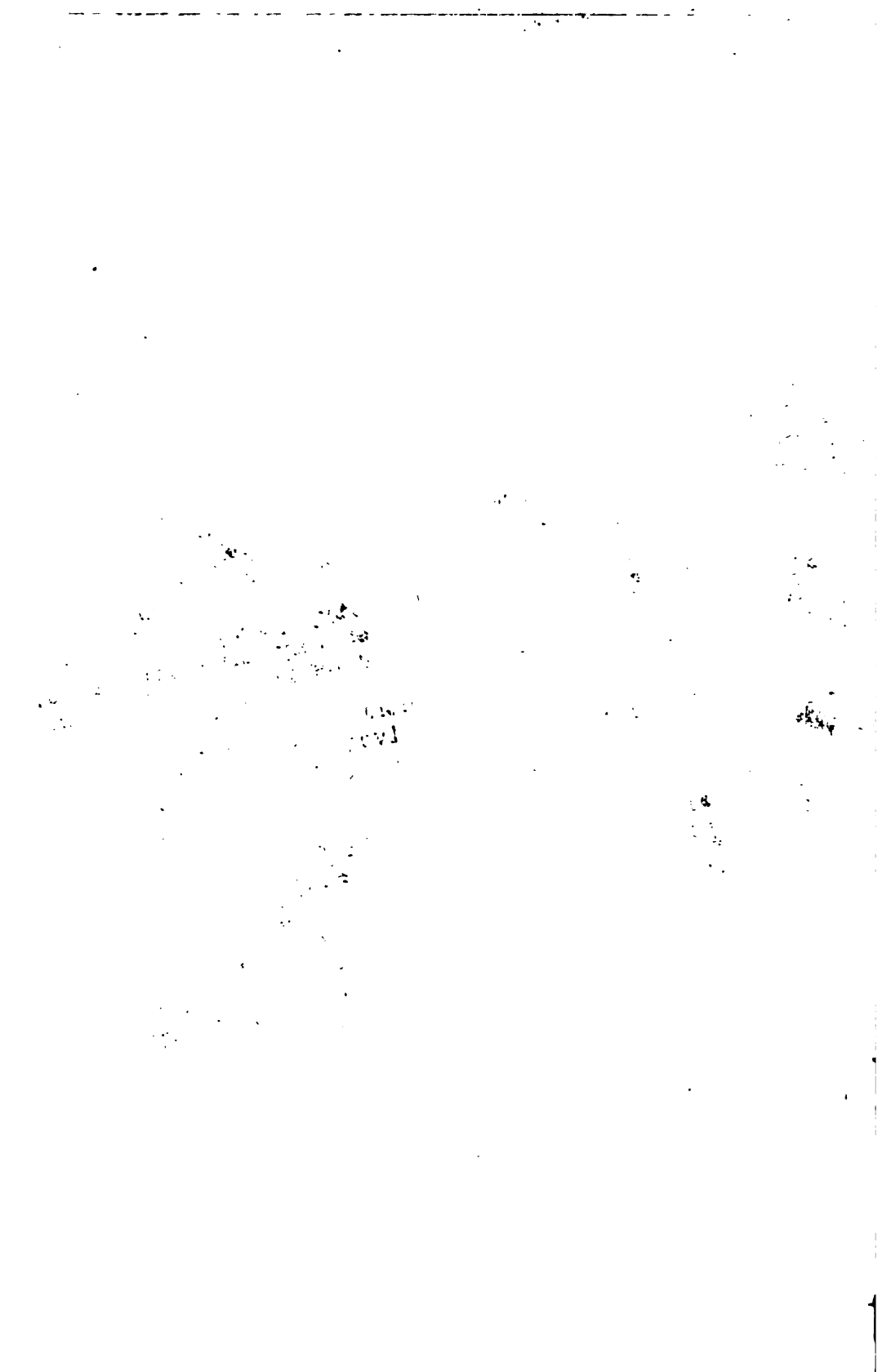
No. XIX.—A table showing, by divisions and for the Islands, the cost per pupil enrolled in the public schools and the cost per capita of the total population for education during the fiscal year 1907-8.

Division.	Cost per pupil enrolled.	Cost per capita of total population.	Division.	Cost per pupil enrolled.	Cost per capita of total population.
Cebu	P8.81	P0.29	Batangas	P10.09	P0.49
Antiki	4.86	.30	Mindoro	10.80	.90
Bohol	4.64	.35	Camarines	10.42	.41
Oriental Negros	4.67	.35	Albay	10.47	.46
Samar	5.32	.32	Isabela	11.28	.60
Kapisi	5.54	.44	Tayabas	11.32	.77
Leyte	5.87	.32	Bulakan	12.29	.54
Pangasinan	5.95	.49	La Laguna	12.32	.80
Ilokos Norte	6.22	.53	Rizal	12.50	.77
Nueva Ecija	6.25	.55	Pampanga	13.19	.96
Tarlak	7.04	.63	Sambales	13.43	.47
Occidental Negros	7.22	.50	Bataan	13.61	.76
Romblon	7.51	.59	Palawan	15.03	1.05
Iloilo	7.53	.41	Nueva Vizcaya	20.12	.62
Union	8.16	.63	Lepanto-Bontoc	22.72	.54
Misamis	8.33	.39	Benguet	29.96	1.31
Sorsogon	8.43	.50	Manila	42.09	1.89
Surigao	8.49	.65	Trade School	118.80	-----
Cavite	9.10	.71	Normal School	121.98	-----
Kagayan	9.13	.54			
Ilokos Sur	9.38	.61	General average	10.50	.68

NOTE.—In the above table the total expenditures from Insular, provincial, and municipal funds were taken into consideration and the cost per pupil enrolled based on the total annual enrollment.

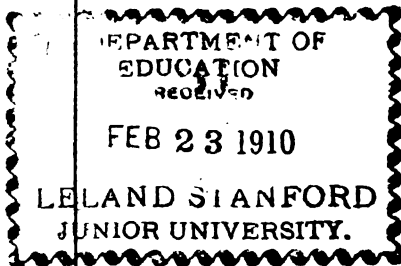
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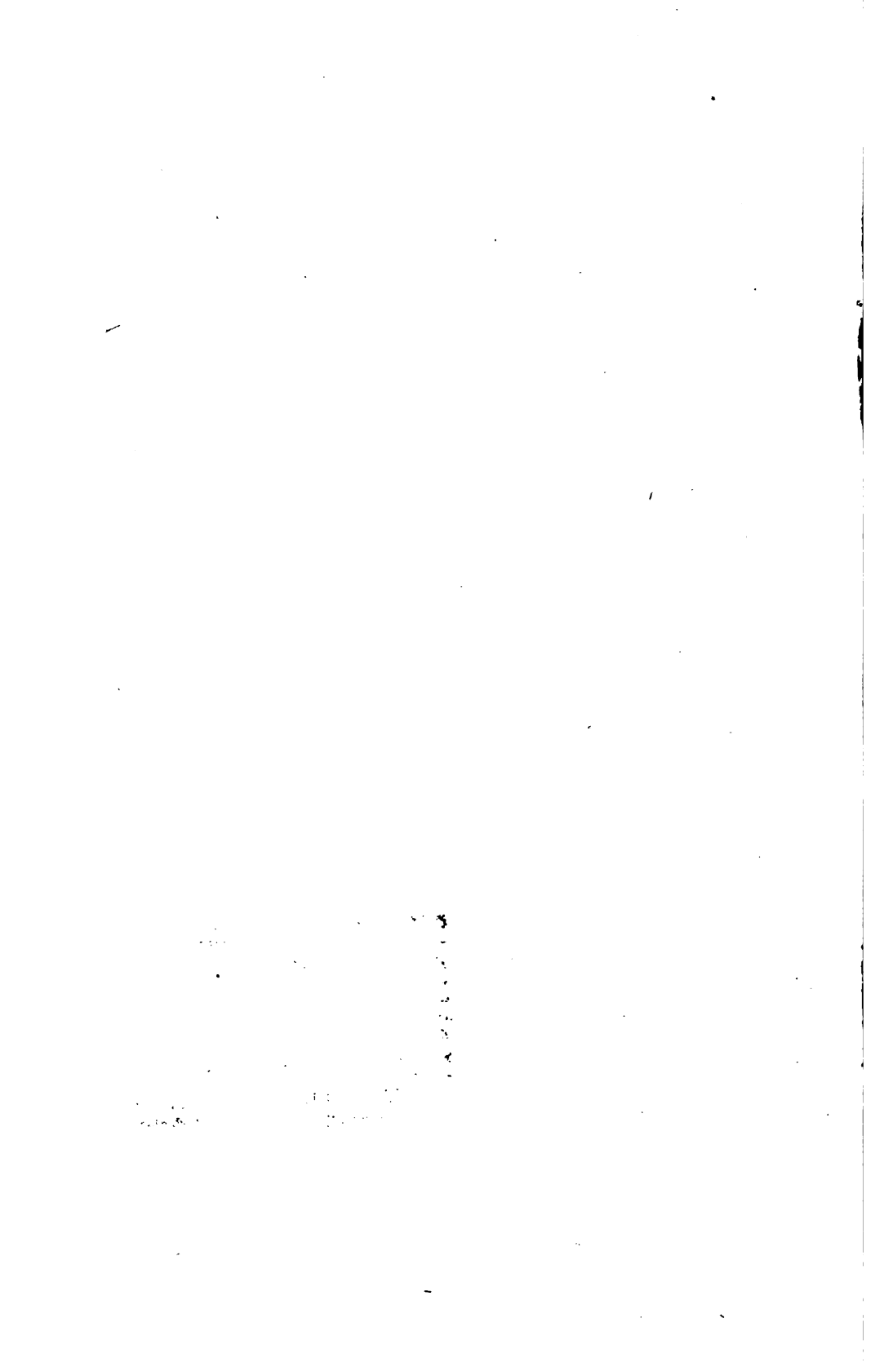
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OF  
THE DIRECTOR OF EDUCATION



JULY 1, 1908, TO JUNE 30, 1909

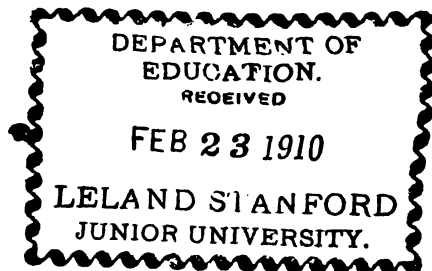
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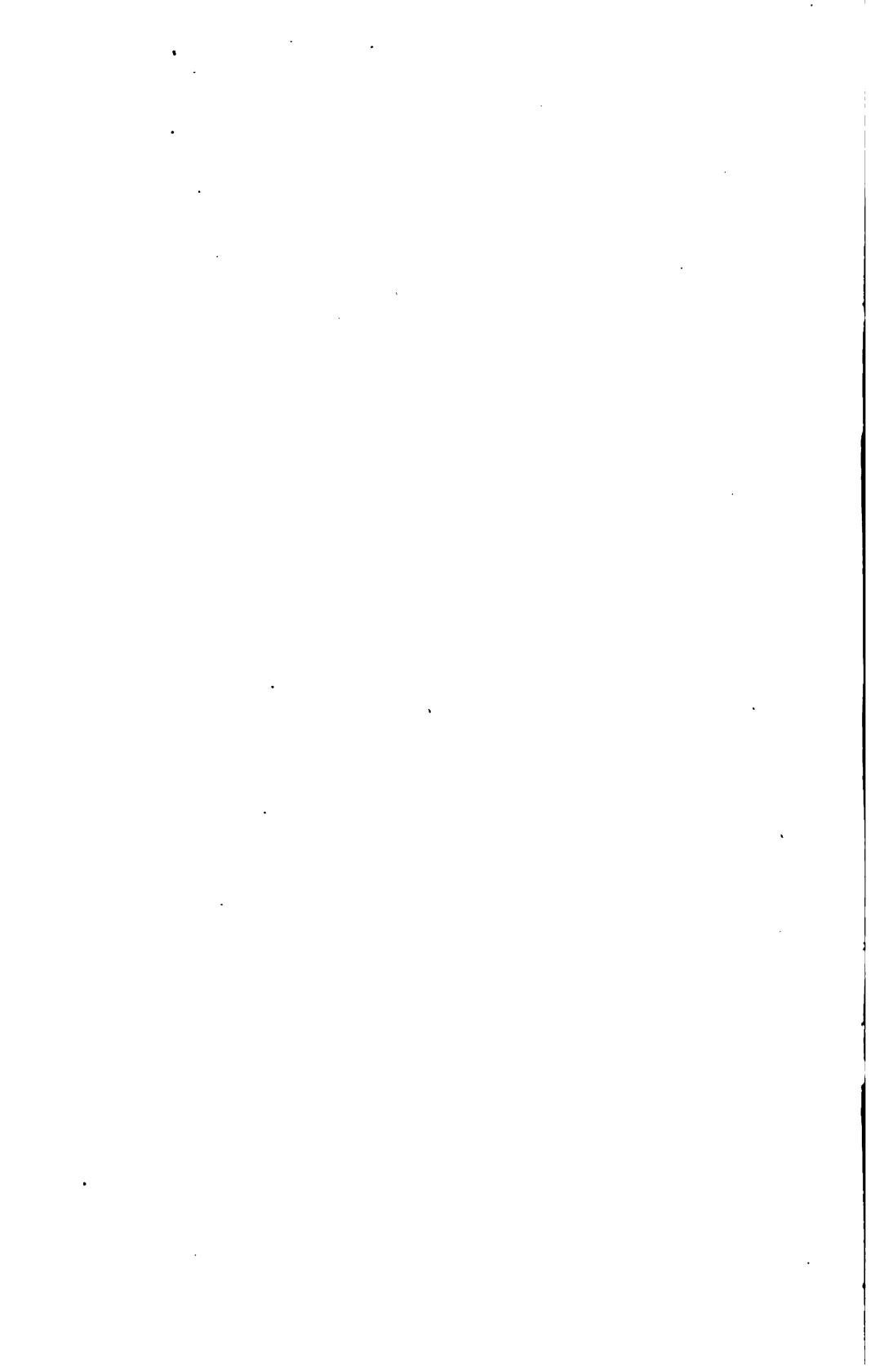
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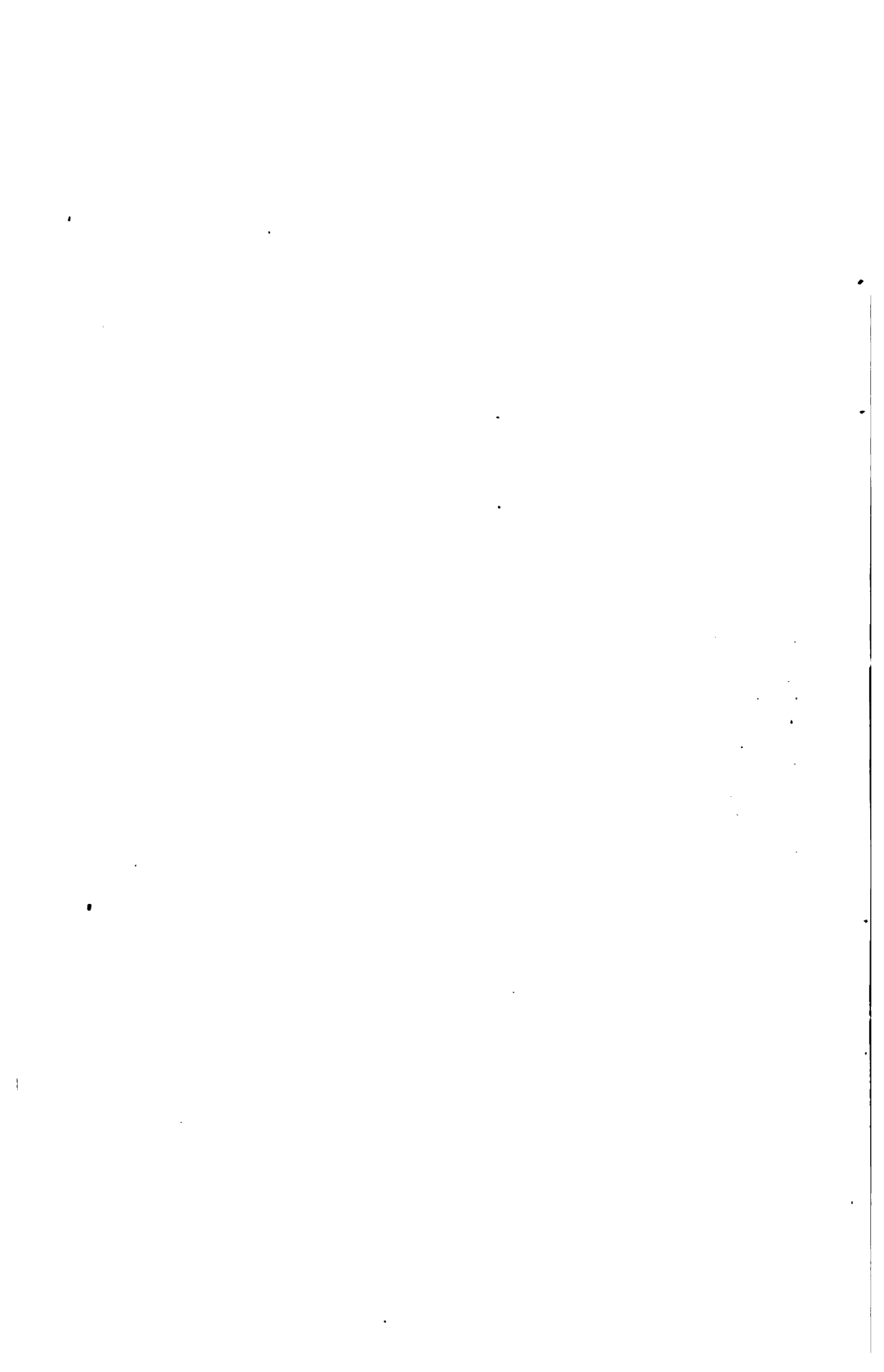




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# NINTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

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MANILA, August 1, 1909.

The Honorable,  
the SECRETARY OF PUBLIC INSTRUCTION,

*Manila, P. I.*

SIR: I have the honor to submit the Ninth Annual Report of the Director of Education. The school term herein reported upon commenced June 7, 1908, and ended April 3, 1909. Judged from nearly every standpoint, this was the most successful term in the history of the Bureau of Education. The number of primary schools rose from 3,701 to 4,194; there were enrolled during the school term no less than 570,502 children, of whom 350,643 were boys and 219,859 were girls. In the single month of February 437,735 children were in attendance,—the largest enrollment ever had in one month. This figure would have been exceeded in March had not the primary schools in the Province of Sorsogon been closed for normal institute. The corps of Filipino teachers was increased from 6,620 to 7,949.

This recent progress brings us measurably closer than ever before to a complete system of primary public schools. As is generally understood, the first and earliest duty imposed upon the Bureau of Education was the organization of such a school system, adequate to give elementary schooling to the entire Christian population; and in recent years the success of school work has been measured by its approximation to this standard. The plan for the realization of this purpose was outlined in 1904 at the division superintendents' convention of that year, and was published in the courses of study prescribed by the Director of Education. This primary instruction was made as short as was believed to be consistent with practical results to the children. At first it was only three years but in 1907 it was extended to four years.

The problem of comprehensive primary instruction may be discussed about as follows: In 1903 the Christian population was found by census to number 6,987,686 souls. It is now estimated to be about 7,500,000. The "school population" in the United States and elsewhere is commonly reckoned to include all children and youths between the ages of 5 and 18. Using the same percentages in the Philippines that have been determined for the United States, there should be about 2,100,000 of the population between these years of age. It must be borne in mind, however, in talking about school population, that probably in no country, and certainly not here in the Philippines, is it aimed to keep under constant instruction this entire fraction of the population. Modern systems of

general education are satisfied with much less than this. In the United States, for instance, while in 1907 the school population was estimated at over 24,000,000 there were actually enrolled in the common schools of the Union less than 70 per cent of this number, or 16,890,000 children, and in 1900 the amount of schooling obtained by the average American citizen was only 4.1 years. In the United States the common or grammar school course covers eight years but the average child actually completes only a little over one-half of it. Here in the Philippines our primary course is only four years in length, but the aim is to have all children complete all of it. If, as we calculate, there are 2,100,000 children and youths between the ages of 5 and 18, our primary course being only four years, or one-third of this period of twelve years, the realization of our object only requires the regular attendance of one-third of these children, or about 700,000.

A year ago division superintendents made a careful study of their respective divisions, considered the school needs of every barrio and hamlet and reported upon the number of schools and teachers required to supply primary school facilities to the entire population. The compilation of their reports showed a total need of approximately 5,000 primary schools and of 9,000 teachers, but this number of schools and teachers would be adequate to teach 700,000 children only by imposing an average of 77 pupils upon each teacher; and I am of the opinion that after our primary schools numbered 5,000 there would still be hamlets and *sitios* beyond the reach of any primary school. A more liberal estimate would call for 6,000 primary schools and 12,000 teachers. That such a system could rapidly be created if sufficient resources were provided I have not the slightest doubt. The rapid growth of our school system in the nine years since the organization of the Bureau of Education is a demonstration of what has been done even with fluctuating and inadequate resources and without the aid of compulsory attendance. The following figures show the growth of the primary school system in recent years:

Year.	Public Primary Schools.	Filipino teachers.	Highest monthly attend- ance.
1908 -----	*2,000	3,000	150,000
1904 -----	2,283	3,854	227,600
1905 -----	2,727	4,036	311,843
1906 -----	3,166	4,719	375,554
1907 -----	3,435	6,141	385,106
1908 -----	3,701	6,804	359,738
1909 -----	4,194	7,949	437,735

\* Estimated.

b March.

c February.

From this it will be seen that the primary school work has built up steadily and that an almost even advance has taken place in the establishment of primary schools, in the training of Filipino teachers and in the growth of attendance.

The actual enrollment during the last year was 570,502 children and it represents about 7.5 per cent of an estimated population of 7,500,000. This is not a bad attainment even when compared with the status of public instruction in Europe and America. The last annual report of the Commissioner of Education for the United States gives the figures of school enrollment for a large number of countries, taken from statistics for the year 1906. In the United States for the year 1906-7 the children enrolled in elementary schools throughout the Union constituted 19.75 per cent of the total population. The country in Europe with the largest percentage of population in elementary schools was Switzerland, 18.6 per cent. The German Empire as a whole reported 17 per cent of its children; France, 14.2, including private as well as public schools; Belgium, 12.2; Spain, 10.5; Bulgaria, 9.9; Greece, 8.7; Italy, 8.1; Servia, 4.5; Portugal, 4.4; Russia, 3.7. Great Britain and Ireland have about 16.5 per cent, and Japan 11.2 per cent. Of Spanish-American states, Argentina leads with 9.6 per cent; Cuba has 7.2 per cent; Uruguay, 7.1; Costa Rica and Paraguay, 6.5; Chile, 6; Ecuador, 5.5; Bolivia, 2.5; Peru, 2.3; Venezuela, 1.5. From these figures it appears that in the proportion of children under elementary instruction, the Philippines are in the lead of a number of European states although by no means abreast of those countries which may be considered to have an adequate and modern system, and they surpass every Spanish-American country except Argentina.

The proportion between the sexes in attendance upon the primary schools is about three boys to two girls. Of the total enrollment for the year, 334,205 were boys and 215,402 were girls. This proportion of girls is by no means maintained however in the intermediate and high schools, where the boys much exceed the other sex.

The Filipino child who attends school regularly gets considerably more schooling in the course of a year than in some other countries. In the United States the average length of the school year is about 152 days; in the Philippines the school year is forty weeks or a total of 200 actual days of school. Of these forty weeks, however, it is customary to take four and sometimes more in each province for a teachers' institute during which primary schools are closed but not intermediate and high schools. The school year opens about the middle of June and terminates about the end of March. The enrollment for each month of the past year follows: June, 263,653; July, 356,984; August, 390,990; September, 413,446; October, 400,187; November, 316,224; December, 169,707; January, 393,910; February, 437,735; March, 434,952. In June and in July and again in December normal institutes were general, but there was no normal institute anywhere in August, September, January, or February. On school division (Sorsogon) held its institute in March. The enrollments for August, September, January, and February represent the full operation of the primary school system; in the ot<sup>h</sup>—

months school institutes were open somewhere with consequent suspension of primary school work.

"School attendance" is calculated on the basis of monthly enrollment. There was an average of 85 per cent for the Archipelago. Manila led with 97 per cent; Nueva Vizcaya had 90; Union, Tayabas, and Tarlak, 89. In eight divisions the attendance was below 80 per cent; Bataan, Pampanga, and Bulakan, 79; Ilokos Norte, Pangasinan, and Isabela, 76; Cavite, 75; and Sorsogon, 68. In the intermediate and high schools attendance is excellent, seldom falling below 90 per cent anywhere. The numbers in the higher grades of the primary course were a little higher than formerly but not nearly what they should be. Taking the figures for February, there were in Grade I, 280,816 children attending; Grade II, 87,686; Grade III, 35,438; Grade IV, 17,795. These figures can be compared with those of March, 1908, when there were in Grade I, 233,020; Grade II, 81,604; Grade III, 30,899; Grade IV, 14,215. The large enrollment in Grade I and the rapid diminution in the succeeding grades show two things: first, that a considerable proportion of the children fail to pass the examinations for promotion, supposedly due in large part to their irregular attendance; and second, that a very large number do not continue in school for more than one or two years.

#### COMPULSORY PRIMARY EDUCATION NEEDED.

The greatest defect in the present primary school system is that it does not hold the child steadily in school until the course is completed. In previous reports the necessity of a law requiring continuous attendance at school has been urged. The reluctance of the Commission to approve a law empowering municipalities to enforce attendance is not understood. Such an Act passed the Philippine Legislature during the last session, but was voted down in the Commission. It was certainly desirable that such an Act should proceed from the popular house rather than from the Commission, and it is intelligible that the Commission should have desired to wait until the Filipino people themselves could inaugurate or participate in such legislation; but when the friends of the public school in the Legislature had secured the passage of an Act through that body, there would seem to have been no reason for further indifference or opposition.

The decrees providing for public instruction in the Philippine Islands under the Spanish Government made obligatory the instruction of boys and girls between the years of 6 and 12, and a variety of subsequent decrees enjoined provincial and local authorities to see that this compulsory attendance was obtained. Hence at the commencement of American occupation the idea of obligatory attendance at school was familiar to municipal authorities, and for some years municipal governments believed they were authorized by legislation still in vigor to pass ordinances requiring the attendance of children at school, and did so.

In August, 1902, an opinion of the Attorney-General held that such action on the part of municipal authorities was *ultra vires*. The question has never been determined by a court, but since the above-stated opinion was given superintendents and teachers have not felt at liberty to request the coöperation of municipal authorities in compelling attendance at school.

Every Christian state which has a progressive school system has an effective compulsory attendance law. In Japan the law is especially strict. Why should it be expected that here in the Philippines the public schools will thrive without an assistance which in Europe and America has been proved indispensable? The recommendation of a year ago is respectfully renewed, that a law be enacted authorizing municipal councils to require regular attendance upon some school, either public or private, of every child not younger than 8 nor older than 15 who has not already completed the primary school course or its equivalent. Such an act could work no injury to private institutions. It would not create economic hardship. It would insure a continuous attendance of children at the age when they are best fitted to acquire the rudiments of education.

#### INTERMEDIATE SCHOOLS.

At the end of the school year there were 193 schools giving intermediate instruction. In them were enrolled 18,502 pupils, of whom 14,495 were boys and 4,007 girls. These intermediate schools are somewhat unevenly distributed; there are no less than 18 in the Province of Iloilo; 11 in Occidental Negros; 9 in Bulakan, and 9 in Laguna; 8 each in Nueva Ecija and Batangas; 7 each in Tarlak, Pangasinan, Ilokos Sur, and Sebu. The strong demand for these schools and the fact that there are no established sources of maintenance for them has been pointed out in previous reports, and particularly in the report made a year ago. With the increase in number of young people fit to take intermediate instruction, the demand for the establishment of intermediate schools becomes more and more insistent. There are at the present time 685 municipalities in the Philippines, and the time will probably come when every one of these towns will want an intermediate school. As it is at present, a majority of young people are obliged to leave their homes and go to live in other towns to obtain intermediate instruction. Their living expenses while away from home vary greatly in the different provinces, but I suppose would commonly be about ₱12 a month. This for a poor family represents a considerable sacrifice, and thus the requests multiply for additional intermediate schools. Intermediate schools, however, are much more expensive to conduct than primary schools; a considerable proportion of the teachers must still be Americans, while the shop, agricultural, and housekeeping instruction call for special teachers, and special equipment. An intermediate school also requires its own grounds and building or buildings, the construction of which it is difficult



to finance. For all of these reasons the development of the intermediate school system must be slow unless some source of maintenance for them is provided.

The instruction in intermediate schools has now been specialized so as to give pupils the opportunity of a training in shop work, farming, domestic science, in preparation for teaching or for business. When the intermediate school course was first developed, it was aimed to give it a distinct and practical character and it was provided that the boy and girl should receive instruction not only in common branches, but in elementary science and in such subjects as agriculture, toolwork, mechanical drawing, and housekeeping. But the effort to include all of these subjects in the intermediate training of every pupil resulted in overloading the course and in giving an insufficient training in the branches pursued. Hereafter the pupil who has completed the primary course and gained the fundamental knowledge of reading, writing, and ciphering will be allowed to choose what his further studies shall be and to what they shall lead.

Such a specialization of intermediate instruction would seem to be highly desirable. In the United States the ordinary eight years' public school course conducts the boy or the girl to no special calling, and this is one cause at least of the great falling off from attendance in the last grades of school. The average child in the United States goes no further than the fifth or sixth grade; his schooling trains him to no particular kind of usefulness and on leaving school he enters the class of unskilled and untrained labor. These considerations suggest that not merely here in the Philippines but in the United States as well, the specialization of instruction in the last grades of the grammar school course would be beneficial. The intermediate courses now provided by this Bureau are the following: the general course, the course for teaching, the course in farming, the course in tool-work, the course in housekeeping and household arts, the course for business.

Each of these courses occupies three years; certain studies—reading English grammar and composition, arithmetic, and geography—run through them all. In the course in farming, three hours daily are spent in gardening and plant nurseries, field work on staple Philippine crops, and the care and use of farm animals. In the course in tool-work, three hours a day are given to shop practice. In the course in housekeeping and household arts, three hours a day are given to loom weaving, spinning, dyeing and embroidery, cutting and fitting of garments, housekeeping, plain cooking, physiology and hygiene, nursing, the care of infants, sick diet and infant diet. In the course for business, in addition to the grammar school subjects, are taught handwriting and plain lettering, spelling and dictation, typewriting, bookkeeping, business correspondence, and commercial geography.

The course in teaching is designed to produce primary school teachers. For many years normal school and high school graduates who choose teaching will be needed in intermediate schools, where they take the place of American teachers. It will be long before such highly trained teachers can be obtained for primary school positions. The best we can do then is to fit the intermediate graduate to teach in the primary school and there to continue his training through supervision, correspondence-study, and instruction at normal and vacation institutes. The course in teaching provides two years' instruction in music and drawing, a year of advanced instruction in native arts and industries which are taught to pupils in the primary schools, a year of agriculture and gardening or of housekeeping, physiology, and hygiene, a year of Philippine history and government; and in the third year, two periods daily in school management and in practice teaching.

It will be seen that the aim of the intermediate instruction is not so much general cultivation as practical training for some useful occupation. The boy or the girl who finishes the intermediate course has a considerable degree of proficiency for the work of a teacher, a nurse, a housekeeper, a carpenter or blacksmith, a farmer or an office employee. Not only are these pupils prepared to do something useful, but they do it. With few exceptions pupils who complete an intermediate course and do not go on with secondary studies, find immediate and remunerative employment. A year ago division superintendents were called upon to report the occupations and the success of all the pupils in their divisions who had graduated from intermediate schools. The information furnished was discussed in the last report of the Director.

The prescribed courses of study were more nearly realized last year than before. Uniform examinations are given under identical conditions to all pupils throughout the Islands. These examinations help to keep the work in all divisions up to a chosen standard. In nearly all divisions, the primary school work in native arts and industries is well established. This work includes mat weaving, hat braiding, basket construction, and similar exercises founded upon arts indigenous to the country.

In the intermediate courses the agricultural work, shop work, mechanical drawing, and domestic science are given in the intermediate departments of nearly all the provincial high schools. Twenty-one of these high schools have excellent shop equipment, including explosion engines and machine tools; twenty of them have constructed permanent shop buildings; eight have buildings for domestic science instruction. The teaching of agriculture has been less satisfactory than that of shop work. The reason is mainly the unsatisfactory state of scientific agriculture in the Philippines at the present time. Few experiments in agricultural improvement made since the American occupation have

been successful. In nine cases out of ten the surest method of securing a crop with the least economic expenditure and the least chance of loss is the mode of husbandry practiced by the native. Instruction in agriculture is given nevertheless at school farms and intermediate and high schools. The life and growth of plants is taught in the first year of the intermediate school, and is followed by a course in elementary zoölogy which prepares the way for agricultural entomology and agriculture. Aside from school gardening and the cultivation of kitchen vegetables, of which there is a great deal, agricultural teaching aims at making a few specific points; the inclosing of agricultural land; permanent improvements to the soil; irrigation; fertilizing; and the better application of animal power. It is not sought to introduce new agricultural products except vegetables, study being confined to the present staples.

By school gardens much good has been accomplished in improving and diversifying the diet of the common people. In some provinces a comprehensive plan has been carried out and every primary school plants and cultivates garden beds. As a result, the native markets, which six or seven years ago had nothing of the kind to offer, are now full of vegetables.

Nothing said here is intended to disparage agricultural instruction but it is said only to indicate the difficulties of producing striking results in this branch. The best farm that I have seen in the Philippines is one tilled and cultivated by a Filipino young man who is an ex-teacher. He has it well inclosed, irrigated, beautifully tilled, and practices a rotation of crops, alternating sugar cane, rice, and tobacco. His success is due to the application of intelligence and experience gained in considerable part at least in the public schools. As the agricultural masses secure a common school education, they will become willing to adopt such improvements in agricultural methods as are clearly demonstrated. The greatest influence of the public schools upon agriculture will always be indirect and not direct. Very little improvement can be expected of the illiterate, ignorant, suspicious and conservative peasant but the boy who completes even a primary course of study will be found to make a very different sort of farmer.

#### SECONDARY INSTRUCTION.

Secondary courses were given last year in thirty-seven schools to 1,802 students, of whom 310 were young women. The instruction at present is given almost entirely by American teachers; the classes are small and the expense correspondingly large. The justification of secondary instruction and of the expenditures it occasions is the imperative demand for this people of trained and disciplined leaders and thoroughly prepared professional men.

## AMERICAN TEACHERS.

During most of last year there were about 700 American teachers on duty under regular appointment and some 120 American teachers temporarily employed. At the close of the year, 19 resignations took place and 117 teachers went on leave. Owing to the anticipated reduction of the appropriation for the coming year, very few teachers were offered appointment in the United States and accordingly at the opening of the present school year our force is more reduced in number than it has been at any time since its original organization in 1901. We have at the present writing 720 American teachers under regular appointment, but of this number 110 are still on leave in the United States and a considerable proportion of them will not return.

There is no longer much difficulty in securing a desirable class of appointees in the United States. There has been a large eligible register of both men and women teachers during the past year and less difficulty is experienced in securing a desirable class of teachers than formerly. The experience received by an American teacher in his extensive travel in the Archipelago, his intimate association with the people, his knowledge of local administration and general conditions make him an especially desirable man for almost any branch of the Government. Few other Bureaus make a practice of selecting men in the United States and bringing them here. Consequently the teaching service is the recruiting ground for most of the other Bureaus of the Government. The roster of the Bureau of Civil Service shows that at least 117 ex-teachers are serving the Philippine Government in other Bureaus. Of these the Bureau of Public Works and the Bureau of Internal Revenue each have 12; the Bureau of Lands, 10; the Bureau of Science and the Bureau of Audits, 9; the Bureau of Customs, 8; the Bureau of Agriculture, 7; the Bureau of Posts, 5; the Bureau of Constabulary, 4; the Executive Bureau, 3; the Bureau of Supply and the city of Manila, 2; several other Bureaus, one each. One is judge of a Court of First Instance, one is prosecuting attorney of Manila, and one is Assistant Executive Secretary. The provincial service has twenty-six, including three governors of subprovinces of non-Christian peoples. Five are provincial treasurers.

While this practice of transfer sometimes results to the advantage of the Government as a whole, the Bureau of Education is constantly called upon to part with experienced and competent men whom it can ill afford to lose.

The salaries of American teachers have been bettered in the last year. The present schedule permits the compensation of 1 at ₱4,000; 12 at ₱3,600; 70 at ₱3,200; 100 at ₱3,000; 200 at ₱2,800; 140 at ₱2,600;

215 at ₱2,400; 33 at ₱2,000. Promotion is somewhat slower than it is in other Bureaus.

We still have in the Bureau of Education a large number of teachers whose entrance into the service was contemporaneous with the establishment of this government. Of the directors and superintendents, thirty-one entered the service in 1900 or 1901, four in 1902, and three in 1904.

#### FILIPINO TEACHERS.

The force of Filipino Insular teachers was increased during the year to 786, of whom 662 were men and 124 women. Of the men 113 were engaged in district supervision; 3 men and 1 woman were giving secondary instruction; 158 men and 50 women were giving intermediate instruction; while 388 men and 78 women were teaching in primary schools. The force of Filipino municipal teachers also was increased, largely by the aid furnished by the Boyles Act (No. 1866).

The last month of the school year there were 6,782 municipal teachers on duty, of whom 4,681 were men and 2,101 were women. Besides these there were 381 *aspirantes*, 291 of whom were men and 90 were women. The average salary of regular municipal teachers was ₱18.15 per mensem, being ₱17.99 for men and ₱18.47 for women, and for temporary teachers it was a little less and no vacation pay. Teachers' salaries vary greatly in different divisions of the Islands, being highest in the city of Manila where regular teachers receive an average of ₱66.63. After Manila the highest salaries are paid in Albay, Bulakan, Camarines, Batangas, Laguna, Palawan, Pangasinan, Pampanga, Surigao, Tayabas, and Rizal, where they receive over ₱20. The lowest average salary is paid in Ilokos Norte, ₱9.73. It is very low also in Oriental Negros, ₱10.55; Union, ₱10.77; Bohol, ₱11.59; and Zambales, ₱11.95. Such salaries do not represent living wages for the teachers. They are less than they were formerly. In 1904 the average salary of municipal teachers was ₱20.76 for men and ₱20.99 for women.

The regular training of Filipino teachers still continues to be an important feature of school work. Daily teachers' classes are not as common as they were formerly, but the vacation institutes were held last year in all but three divisions. Besides these established methods for the instruction of teachers, the Philippine Normal School conducts a correspondence division for teachers of secondary attainments. The spring vacation—April and May—has come to be a time of special effort for teachers' instruction. During the last vacation both the Philippine Normal School and the Philippine School of Arts and Trades had vacation sessions. Besides courses in academic subjects, technical courses were given in hand and loom weaving, hat making, gardening and elementary agriculture, cooking, sewing, woodworking, blacksmithing, wheelwrighting, mechanical drawing, loom construction, town and rural improvement, and other subjects in which Filipino teachers are seeking preparation.

These courses were attended by 1,007 teachers and students, 33 provinces being represented. The Young Women's Dormitory of the Normal School provided living accommodations for 199 of the women.

The Teachers' Camp and Vacation Assembly were held at Baguio again this year in April and May. The camp was even better conducted than the year before and the attendance somewhat larger. During the four weeks of the assembly session 266 people were accommodated, representing 36 school divisions. Six daily lecture courses in the fields of literature, politics, science, and Spanish were given, besides a series of open lectures through the session.

#### THE AMERICAN CIRCULATING LIBRARY OF MANILA.

The American Circulating Library of Manila is a division of the Bureau of Education. This is the ninth year of its existence and it has been one of growth. The amount of money paid in, the circulation of books, and the readers in its rooms have all been greater than in any previous year. The total receipts amounted to ₱3,483.75; the number of books on the shelves June 30, 1909, was 16,413, besides 9,006 volumes in traveling libraries for the men of the Army, Navy, and Marine Corps outside of Manila; 813 new books were purchased for the library during the year and 273 volumes were donated; the circulation of books during the year was 27,713, to which may be added 531 books issued on reading room cards. The reference and periodical sections of the library were used by an average of 160 readers daily.

#### SPANISH VERSUS ENGLISH.

I am fully convinced that the language finally to be spoken by the people of these Islands will be a European tongue. When we consider that fifty years before the end of the Spanish rule the Spanish language was scarcely known to the Filipino people at all, that the educational opportunities were at no time adequate and that there was powerful opposition to general enlightenment, it is wonderful how widespread the use and understanding of Spanish became in half a century. The teaching and use of English was introduced into these Islands ten years ago. We have what Spain did not have—a fairly complete system of schools. A half million children are continuously in school and a continually increasing number go out each year equipped with a working knowledge of the English language and coördinate branches. To-day Spanish and English—the one spoken generally by the older element and the other by the younger—divide the field between them. How long Spanish will continue, how long it will be before English dominates, depend in large measure upon the persistence with which present educational efforts are continued and upon the seriousness with which the Government treats the question of English supremacy. Meanwhile every hesitancy on the part of the Government, every encouragement of further education in the

Spanish language, is a mistake. The relationships of the Philippines with Spain and Spanish-speaking people are yearly weakening; with English speaking people, daily increasing. To encourage or continue the teaching of Spanish except as a temporary expedient is as wasteful and will ultimately be as fruitless as it would be to teach Portuguese to the native inhabitants of the Malay Peninsula.

The attitude of the Government on this important matter ought to be decisive and unmistakable, but Spanish continues to be employed for administrative correspondence where English could be used without the slightest impediment to business. Under the present system the public school trained boy is placed at a disadvantage on entering the public service. A few months ago the writer was in a small and isolated town of the Philippines where only the most insignificant proportion of the town speaks Spanish; the municipal treasurer was a young man, a graduate of the public schools. He could use English satisfactorily but not Spanish. All of his official correspondence and instructions being in Spanish, he was perplexed, discouraged, and anxious to resign. Some months ago the undersigned tried to secure a general order directing administrative bureaus to employ English wherever possible in outgoing correspondence, but after repeated efforts, failed.

When in 1905 the Philippine Commission deferred the date when English should become the official language of the courts, it was generally taken throughout the Islands as a surrender of its policy of making English the official language. In one single high school some forty boys stopped their study and came to Manila to enter Spanish schools. Since that date it has been hard to convince young men and their parents that the road to success lies through English education. The belief has been expressed within the last year by Filipinos very high in authority that Spanish would always continue to be the official language. Additional ground for such belief has lately been furnished by the passage by the last Legislature of Act No. 1946, still further postponing the date when English shall become the language of the courts until January 1, 1913.

#### BUILDING CONSTRUCTION.

Owing to the numerous restrictions placed upon the expenditure of public funds for schoolhouse construction, little was accomplished in securing new buildings during the past year. Report can not be made at this time upon the amount of construction carried on by municipal resources, but it is not as large as in former years, because of the impossibility of securing registration of school sites and of the paucity of school funds. In the opinion of the undersigned no extensive municipal school construction can result until building conditions are simplified and municipalities are authorized to impose special taxes for the purpose. Current school revenues should not be used for permanent improvements.

The funds provided in previous years for the construction of intermediate and secondary school buildings and shop buildings by Acts Nos. 1275, 1580, and 1688, were reported upon in the last annual report. At the beginning of the last fiscal year the unapportioned balance from these funds amounted to only ₱4,531.26. Hence, most of the activity of the Bureau in schoolhouse construction has been occasioned by the expenditure of funds appropriated by Act No. 1801, the Gabaldon Act. Allotments from these funds up to June 30, 1909, amounted to ₱76,546, but of this amount only ₱22,866 had been actually transferred to local treasurers. The delay in utilizing these funds is mainly due to two causes, the impossibility of securing a prompt registration of school sites and the expensive character of the buildings for which plans and specifications have been furnished.

#### LEGISLATION.

The Philippine Legislature met in session on February 1, 1909, and adjourned on May 20, 1909. The Acts passed affecting the public schools were as follows:

Assembly Bill No. 1907 appropriated ₱2,000 out of Insular funds to assist the municipality of Imus, Cavite, in the construction of a building for an intermediate school.

Commission Bill No. 1910 amended certain sections of the "Opium Act" and provided a special fund from which may be made the payment of the salaries of Filipino Insular teachers and the construction of schoolhouses in municipalities.

Act No. 1914 amended the "Gabaldon Act," No. 1801, by reducing the guaranteed attendance from sixty to forty pupils. It also provided that the Secretary of Public Instruction may authorize the beginning of construction work upon the filing of the application for the registration of the land upon which the barrio school is to be built and that the plans and specifications and the execution of the work may be carried out as the Secretary of Public Instruction directs.

Act No. 1924 extended the benefits of the teachers' scholarships created by Act No. 1857 to Christian municipalities and townships of Mindoro, and Palawan, and the subprovince of Abra.

Act No. 1931, an Assembly Bill, provided for the establishment of classes in training for nursing—the continuance of work previously authorized by the appropriation bills. The number of scholarships at any one time is not to exceed eighty. The sum of ₱20,000 was appropriated for this work.

Act No. 1935 provided for the consolidation of all libraries belonging to any branch of the Philippine Insular Government, and the creation of a Philippine Library. This consolidation will include the American Circulating Library, at present a division of the Bureau of Education.



Act No. 1938, an Assembly Bill, provided for the appointment of scholarships in the Philippine Normal School, not more than one hundred students to be appointed the first year. The sum of ₱30,000 was appropriated by the Act for the expenses of these scholarships.

Act No. 1954, a Commission bill, provided for the issuance of bonds of the Government to the amount of \$1,500,000 to provide funds for certain public works and permanent improvements, and among the public improvements specified are additional land for a school center in the city of Manila, and a building for the Philippine Normal School.

Act No. 1955, the current appropriation bill, appropriated ₱3,275,000 for the Bureau of Education.

#### INSULAR RECEIPTS AND EXPENDITURES FOR EDUCATION.

The current appropriation for the Bureau of Education amounted to ₱3,300,000; the balance from previous appropriation to cover outstanding obligations, ₱65,716.83; and subsequent refunds from the appropriation Act for the previous year made by the Governor-General to the sum of ₱226,243.07, making a total of ₱3,591,959.90.

Expenditures from this fund were as follows: Salaries and wages, ₱2,689,804.79, distributed between salaries in general office, ₱103,596.88; salaries of division superintendents and their clerks, ₱191,002.98; half salaries paid to employees on leave or resignation, ₱8,248.24; the American Circulating Library, ₱12,665.70; regular American teachers, ₱1,852,003.56; temporary American teachers, ₱165,453.77; regular Filipino Insular teachers, ₱211,671.51; temporary Filipino Insular teachers, ₱134,033.59; miscellaneous, ₱11,128.56. Other expenses included official travel, ₱150,201.06; subsistence expenses or per diems of employees on official travel, ₱23,150.67; transportation of school supplies, ₱14,365.62; office expenses, ₱33,814.18; repairs of equipment, ₱4,379.33; repairs of buildings, ₱1,852.24; rentals, ₱15,120; miscellaneous expenses, ₱10,115.15; government students in the United States, ₱94,536.66; nurses' training class in Manila, ₱9,459.57; night schools, ₱7,023; payments made to municipalities in lieu of land tax from friar estates, ₱23,919.39; expenses of non-Christian schools, ₱65,999.11; aid to Christian schools in non-Christian provinces, ₱11,080.16; expenses of the Baguio assembly, ₱4,940.10; honoraria paid to lecturers at the teachers' assembly in Manila, ₱1,060; maintenance of office building, ₱442.50; general school supplies in the amount of ₱573,504.36; and industrial supplies in the sum of ₱112,389.70. This makes a total of disbursements of ₱3,847,157.59, a sum in excess of the funds provided, as above itemized. The overdraft was occasioned by the necessity of ordering books and supplies for the ensuing school year 1909-10, properly chargeable against the appropriation for the fiscal year 1910, and the action was taken on the recommendation of the Auditor, and under approval given by superior authority. Books and supplies under the

above category in the sum of ₱409,793.43 were certified to the Auditor's office by the undersigned to be charged against the appropriation for 1910, the difference remaining being the amount calculated to be necessary to pay the outstanding obligations of the Bureau presented for payment after the close of the fiscal year.

In addition to funds for the current expenses of the Bureau of Education, there were also special funds. Act No. 1866, the Boyles Act, appropriated ₱75,000 to pay salaries of barrio school teachers. Of this sum ₱43,272.49 had been expended at the end of the fiscal year June 30. Outstanding obligations settled subsequent to the closing of the fiscal year have consumed a considerable portion more, but the books have not yet been closed. Act No. 1857 appropriated the sum of ₱50,000 for the payment of scholarships for Filipino teachers while studying special courses in Manila. From this appropriation ₱36,397.84 had been expended up to June 30th, leaving a balance of ₱13,602.16, available for further expenditures of the same character during the present fiscal year. •

#### PROVINCIAL EXPENDITURES FOR SCHOOLS.

These amounted in the last fiscal year to ₱228,691.23, as compared with ₱377,729.86 in the previous fiscal year. They were distributed under the following items: For construction and repair of provincial school buildings, ₱168,008.08; for rental of school buildings, ₱15,056.61; for furniture and equipment, ₱8,573.29; for salaries and wages, ₱8,767.04; other expenses, ₱28,286.21.

#### MUNICIPAL RECEIPTS AND EXPENDITURES FOR SCHOOLS.

The reports upon municipal receipts and expenditures for primary instruction show an improvement during the last fiscal year over the previous year. The municipal fiscal year is from January 1 to December 31, making it necessary in this report to consider two half-years, that from July 1 to December 31, 1908, and the half year from January 1 to June 30, 1909.

The municipal school funds of the Archipelago on July 1, 1908, showed a balance of ₱902,216.01. On June 30, 1909, at the end of the year, the balance was ₱1,175,151.10, over a quarter of a million greater. The municipal school expenditures had been greater than in the previous school year, amounting to ₱1,672,148.50, as compared with ₱1,447,261.42. The total receipts, including balance of the first half year, were ₱2,837,309.60, as compared with ₱1,515,972 in 1907-8. Of this total the amount of money provided by the Internal Revenue Act was ₱657,779.05, an increase from ₱497,578. The receipts from land tax increased from ₱460,257 to ₱754,517.59; and receipts from miscellaneous sources increased from ₱35,722.53 to ₱92,088.74. Appropriations by municipal councils from their general funds were less than last year, being ₱421,407.98 as against ₱487,753.11. The general increase

of local revenue for schools is gratifying and indicates a more uniform collection of land tax and a growth of income from the Internal Revenue system.

The items of expenditure from municipal school funds compared with those of the preceding year were as follows: For the salaries of teachers, ₱1,228,609.95 as against ₱1,124,568.51 for 1908; for construction and repair of school buildings, ₱215,630.58; as compared with ₱134,934.78 for 1908; school furniture, ₱53,386.90 as compared with ₱37,513.57 for 1908. The sum of ₱90,791.03 was expended for rental of school buildings; ₱6,257.44 for transportation of school supplies; and ₱77,372.60 for miscellaneous expenses.

These figures suggest a few comments. First, the amount expended for salaries of teachers shows little increase in spite of the fact that the number of teachers has been considerably augmented. The average salary paid is actually lower. On the other hand, greatly increased sums of money have been turned toward the construction and repair of school buildings. It is safe to say that of the balance on hand on June 30, a large proportion represents funds being hoarded or accumulated in order to erect new school buildings. This means that division superintendents have come to depend upon the Bureau of Education with its Insular funds and those provided by the Boyles Act to meet the increased needs of their teaching force, and that they are holding salaries down to the minimum in order to put every cent that they can raise into building projects encouraged by the Gabaldon Act. While this shows a commendable desire to make durable improvements, the tendency is not a good one. Municipal school revenue should be expended entirely, or almost so, for the running expenses of schools, permitting betterment of teachers' salaries and increase of the teaching force. Permanent improvements should not be made from current income. Some system of locally imposed taxation, analogous to what prevails in the States of the American Union, from which permanent schoolhouses can be erected is greatly needed, and the recommendation of the undersigned made in the report for 1908, that legislation to this end be enacted, is respectfully renewed.

DAVID P. BARROWS,  
*Director of Education.*

## APPENDIX.

No. 1.—*A table showing by years, the number of schools in operation and under the supervision of the Bureau of Education during the period from 1903 to 1909, inclusive.*

School year.	Primary.	Inter- mediate.	Second- ary.	Total.
1903.....	2,000			2,000
1903-4.....	2,283	17	35	2,285
1904-5.....	2,727	102	35	2,864
1905-6.....	3,108	119	36	3,263
1906-7.....	3,435	216	36	3,687
1907-8.....	3,701	193	38	3,932
1908-9.....	4,194	193	37	4,424

<sup>a</sup> Estimated.

<sup>b</sup> Excluding Moro Province (58).

The arts and trades, normal, domestic science, agricultural, and other special Insular schools are included under the intermediate or secondary heading.

No. II.—A table showing, by divisions and for the Islands, the number of schools, total annual enrollment, average monthly enrollment, average daily attendance, and percentage of attendance during the school year 1908-9.

Divisions.	Secondary.					Intermediate.				
	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.
Manila .....	1	480	301	296	98	6	1,313	908	878	96
Albay .....	1	26	23	21	91	4	745	602	567	94
Camarines .....	1	16	11	11	100	6	526	409	372	91
Antique .....	1	30	20	18	90	4	215	154	134	87
Bataan .....	1	68	54	50	91	2	142	128	114	89
Batangas .....	1	10	7	7	100	8	886	764	670	88
Bohol* .....	1	110	102	99	97	2	199	149	132	89
Bulacan .....	1	44	41	40	98	9	740	618	562	90
Cagayan .....	1	40	32	28	88	6	490	409	379	93
Capiz .....	1	86	66	62	91	2	382	270	242	89
Cavite .....	1	47	45	43	96	5	481	412	381	92
Cebu .....	1	60	49	45	92	7	481	377	344	91
Ilocos Norte .....	1	74	71	66	98	6	507	461	426	92
Ilocos Sur .....	2	107	90	82	91	7	860	780	718	92
Iloilo .....	1	18	9	8	89	18	1,097	868	746	86
Isabela .....	1	45	38	36	95	8	240	182	112	85
Laguna .....	1	29	24	23	96	9	567	477	420	88
Leyte .....	1	9	8	8	100	6	424	349	334	96
Mindoro .....	1	66	58	56	97	1	71	57	51	88
Misamis .....	1	14	12	11	92	4	255	194	167	81
Lepanto-Bontoc .....	1	47	36	32	88	1	42	32	30	94
Occidental Negros .....	1	4	4	4	100	11	596	486	429	88
Oriental Negros .....	1	64	57	55	97	2	146	119	110	92
Nueva Ecija .....	1	15	11	10	91	8	621	465	410	88
Nueva Vizcaya .....	1	27	18	16	89	1	78	68	63	93
Palawan .....	1	14	7	7	100	1	47	43	40	93
Pampanga .....	1	47	38	38	100	8	820	650	592	91
Pangasinan .....	1	82	72	69	96	7	781	570	500	88
Risal .....	1	27	23	23	100	4	491	428	389	91
Romblon .....	1	13	12	11	92	1	104	75	57	76
Samar .....	1	47	38	38	100	6	634	447	386	86
Sorsogon .....	1	14	7	7	100	8	804	297	246	83
Surigao .....	1	82	72	69	96	5	251	191	168	88
Tarlac .....	1	27	23	23	100	7	714	463	433	94
Tayabas .....	1	40	36	35	97	5	742	659	612	93
Union .....	1	454	352	336	89	3	488	462	435	94
Zambales .....	1	62	41	39	95	2	219	179	170	95
Normal School .....	1	150	83	73	88	1	363	249	233	94
Trade School .....	2	150	83	73	88	1	248	151	138	91
Commerce School of .....	1	150	83	73	88	1	248	151	138	91
Total .....	37	2,398	1,877	1,780	95	198	18,502	14,728	13,827	90

\* Secondary school closed in October, 1908.

No. II.—A table showing, by divisions and for the Islands, etc.—Continued.

Divisions.	Primary.					Grand total.				
	Num- ber of schools.	Annual enroll- ment.	Average month- ly en- roll- ment.	Average month- ly at- tend- ance.	Per- cent- age of at- tend- ance.	Num- ber of schools.	Annual enroll- ment.	Average monthly enroll- ment.	Average monthly attend- ance.	Per- cent- age of at- tend- ance.
Manila .....	23	12,852	8,500	7,650	90	30	14,595	9,704	8,819	91
Albay .....	108	10,940	9,582	7,378	77	113	11,711	10,157	7,961	78
Camarines .....	110	13,532	8,107	5,970	74	117	14,074	8,527	6,353	75
Antique .....	74	10,386	6,210	4,808	77	79	10,681	6,384	4,960	78
Bataan .....	25	3,026	2,100	1,526	73	27	3,168	2,228	1,640	74
Batangas .....	129	10,876	7,818	6,167	79	138	11,825	8,636	6,887	79
Bohol .....	172	26,408	19,686	14,875	76	174	26,617	19,692	15,014	76
Bulacan .....	124	15,528	11,260	8,857	79	134	16,378	11,975	9,508	79
Cagayan .....	104	11,883	9,816	7,361	79	111	12,467	9,766	7,780	80
Capi .....	176	18,573	14,907	11,135	75	179	18,945	15,209	11,405	75
Capite .....	61	10,516	8,781	6,612	76	67	11,083	9,211	7,066	77
Cebu .....	302	48,328	34,602	31,819	92	310	48,806	35,024	32,206	92
Ilocos Norte .....	117	14,566	11,313	8,624	76	124	15,133	11,828	9,095	77
Ilocos Sur .....	133	14,619	10,496	8,097	77	142	15,568	11,347	8,881	79
Iloilo .....	219	31,568	17,802	12,552	71	238	32,772	18,760	13,380	71
Isabela .....	58	4,364	3,065	2,304	75	62	4,617	3,196	2,424	76
Laguna .....	80	8,354	5,979	4,808	80	90	8,966	6,494	5,264	81
Leyte .....	212	29,792	20,243	15,642	77	219	30,245	20,616	15,999	78
Mindoro .....	47	3,802	2,507	1,831	75	49	3,873	2,564	1,832	75
Misamis .....	67	9,902	6,681	4,682	71	72	10,166	6,833	4,847	71
Lepanto-Bontoc .....	49	3,682	2,593	2,188	83	50	3,724	2,625	2,198	83
Occidental Negros .....	174	23,571	15,641	11,658	75	186	24,233	16,185	12,143	75
Oriental Negros .....	151	21,389	15,858	11,525	73	154	21,549	15,989	11,646	73
Nueva Ecija .....	108	13,229	8,260	6,210	75	112	13,397	8,761	6,652	76
Nueva Viscaya .....	21	2,488	1,926	1,650	86	23	2,565	1,998	1,717	86
Palawan .....	21	2,878	2,020	1,607	80	22	2,925	2,063	1,647	80
Pampanga .....	173	19,496	13,220	10,518	80	182	20,380	13,927	11,165	80
Pangasinan .....	380	46,508	31,689	24,188	76	387	47,289	32,259	24,688	77
Risa .....	72	11,250	7,265	5,854	81	77	11,756	7,704	6,258	81
Romblon .....	22	4,235	2,887	2,061	71	24	4,366	2,980	2,184	72
Samar .....	157	22,773	14,846	12,487	84	164	23,435	15,317	12,895	84
Sorsogon .....	87	8,881	7,776	5,923	76	91	9,199	8,080	6,176	76
Surigao .....	122	12,543	10,243	7,013	68	128	12,807	10,446	7,192	69
Tarlac .....	128	15,892	12,547	10,464	83	136	16,653	13,048	10,935	84
Tayabas .....	96	14,918	11,562	9,731	84	104	15,742	12,313	10,412	85
Union .....	58	11,748	8,880	7,898	89	62	12,263	9,315	8,356	90
Zambales .....	85	3,902	2,737	2,330	85	88	4,161	2,952	2,535	86
Normal School .....	1	207	177	164	93	3	1,024	778	733	94
Trade School .....	1	152	126	116	92	4	462	318	298	92
Commerce, School of .....						2	497	269	235	87
Total .....	4,194	549,607	388,878	306,808	77	4,424	570,502	406,478	321,415	79

No. III.—A table showing, by divisions and for the Islands, the number of American, Insular, municipal, and aspirante teachers on duty at the close of the school year ending April 2, 1909.

Division.	Americans.										Filipino Insular.					
	Primary.		Inter-mediate.		Second-ary.		Super-visor.		Total.		Primary.		Inter-mediate.		Second-ary.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Manila		5	4	27	7	5		6	11	43				1		
Albay			4	8	2		7		13	8			6			
Camarines			4	4			10		14	4	8		3	1		
Antique			2	2	2		5		9	2	9	1	1			
Bataan			2	8			8		5	3	3		1			
Batangas			4	8	1				13	8	4		12	4		
Benguet																
Bohol	1	1	1	3			16		18	4	18	1	1			
Bulacan			6	5		5	7		13	10	6	2	5			
Cagayan			8	3	2		6		16	3	8	2	3	2		
Capiz			8	3	2		16		26	8	11	3	6			
Cavite			1	5	2	2	7		10	7	8	2	7	2		
Cebu			4	6	1	2	20		25	8	21	3	8			
Ilocos Norte			6	5	1		6		13	5	10	1	5	1		
Ilocos Sur			12	7	2	1	8		23	8	19	6	7	5		
Iloilo	2	2	5	8	1	2	11	1	19	18	8	6	4			1
Isabela			1	2	1		4		6	2	2		2	1		
Laguna			4	8	1	1	7		12	9	4	1	6	8		
Lepanto-Bontoc	6	5		1			6		12	6	46	15	1			
Leyte			10	5	1		19		30	5	16	2	2			
Mindoro		1	2	2			4		6	3	4	2		1		
Misamis	1		4	3	1		5		11	3	11	2				
Occidental Negros		1	6	4	2	1	16		24	6	12	3	8	5		
Oriental Negros			3	3	1		11		15	3	11	2	1			
Nueva Ecija	1		3	6	1		5		10	6	6		8	1		
Nueva Vizcaya			2	1	1		3		6	1	9	2				
Palawan			2	1			2		4	1	12					
Pampanga			5	8	2	1	13		20	9	8	1	14	2		
Pangasinan			5	8			23		28	8	14	2	6	4		
Rizal			4	8	1		5		10	8	9	1	4	1		
Romblon																
Samar			4	9	1		14		19	9	12	2	1	1		
Sorsogon			10	2			9		19	2	2		2			
Surigao	1		5	2	2		14		22	2	9	2	6			
Tarlac			6	4	1	1	6		18	5	7	1	7	1		
Tayabas			8	2	4		3	11	23	6	2	1	4	6	1	
Union			6	4	1		9		16	4	22	1	5			
Zambales			2	5	1		4		7	5	11	1	2			
Normal School			3	6	10	10			18	16	3	4	3			
Trade School	1		2	2	1		4		8	2	3		1			
Commerce, School of																
Total	14	15	170	196	62	36	324	8	570	255	388	78	158	50	3	1

\* 21 special Insular teachers.  
 † 1 special Insular teacher.  
 ‡ 38 special Insular teachers.  
 § 14 special Insular teachers.  
 ¶ 1 teacher of agriculture.

\* 4 special Insular teachers.  
 ‡ 2 special Insular teachers.  
 † 4 special Insular teachers.  
 ‡ 11 special Insular teachers.  
 ‡ 2 teachers of Spanish.

No. III.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Filipino. Insular.			Filipino municipal.						Aspirantes.				Grand total.		
	Supervisor.	Total.		Primary.		Inter-mediate		Total.		Pri-mary.		Total.		Male.	Female.	Total.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			
Manila			1	180	174	4	9	184	188					145	227	372
Albay	8	14		127	49			127	49					154	57	211
Camarines	2	13	5	96	41	1		96	41					123	50	173
Antique	3	13	1	77	19			77	19					99	92	121
Bataan	3	7		25	15			25	15					87	18	55
Batangas	2	18	4	140	48	5	2	145	50					176	62	238
Benguet																
Bohol	3	22	1	183	128			183	128	16	12	16	12	289	145	384
Bulacan	1	11	3	96	62			96	62					120	76	196
Cagayan	12	23	5	120	41			120	41	3		3		162	49	211
Capiz	4	21	3	194	64			194	64	6		6		247	70	317
Cavite	2	17	4	93	54			93	54				6	120	65	185
Cebu	1	30	3	387	179	1		388	179					443	190	633
Ilocos Norte	3	18	2	132	71	1	1	133	72					164	79	243
Ilocos Sur	2	28	11	113	70	2	1	115	71	17		17		183	90	273
Iloilo	8	45	8	201	98	8	3	209	101	35	3	35	3	308	125	433
Isabela	1	5	1	61	17			61	17					72	20	92
Laguna	1	10	4	92	44			92	44					114	57	171
Lepanto-Bontoc	1	48	15	9	5			9	5					69	26	95
Leyte	3	21	2	220	81	2		222	81	7	1	7	1	280	89	369
Mindoro	3	8	2	42	13			42	13					56	18	74
Misamis	1	11	2	56	39			56	39					78	44	122
Occidental Negros	2	22	8	206	62	1		207	62	23	6	23	6	276	82	358
Oriental Negros	1	13	2	143	78			143	78					171	88	259
Nueva Ecija	4	18	1	117	41			117	41					145	48	193
Nueva Viscaya	1	10	2	28	12			28	12					44	15	59
Palawan	1	14		14	6			14	6	6	2	6	2	38	9	47
Pampanga	1	23	3	159	69			159	69					202	81	283
Pangasinan	14	34	6	478	129	2	1	480	130	118	46	118	46	660	190	850
Rizal	5	18	2	76	80			76	80					104	90	194
Romblon																
Samar	3	21	3	191	49		1	191	50	32	17	32	17	263	79	342
Sorsogon	3	7		121	37	1		122	37					148	89	237
Surigao	2	15	2	114	44			114	44					151	48	199
Tarlac	2	16	2	156	22			156	22					185	29	214
Tayabas	3	10	7	118	91			118	91					151	104	255
Union		27	1	87	36			87	36	24	3	24	3	154	44	198
Zambales		13	1	52	15			52	15	4		4		76	21	97
Normal School		4	6											17	22	39
Trade School	7	10	1											18	3	21
Commerce, School of.		4												12	5	17
Total	118	662	124	4,658	2,083	28	18	4,681	2,101	291	90	291	90	6,204	2,570	8,774



No. IV.—A table showing, by divisions, and for the Islands, the monthly enrollment during the school year 1908-9.

Division.	June.	July.	August.	Sep- tember.	Octo- ber.	Novem- ber.	Decem- ber.	Janu- ary.	Febru- ary.	March.
Manila .....	9,286	9,381	10,172	10,254	9,968	10,112	9,884	10,613	10,135	9,704
Albay .....	1,218	8,449	9,676	10,131	10,131	10,136	9,929	10,256	10,261	9,175
Camarinés .....	6,268	8,069	8,520	9,043	8,682	8,663	8,349	8,559	9,314	9,482
Antique .....	5,102	6,523	7,767	7,501	6,647	6,068	4,977	7,236	8,313	8,359
Bataan .....	109	1,772	2,044	2,204	2,340	2,303	2,182	2,301	2,425	2,366
Batangas .....	8,064	9,226	9,493	8,778	1,877	8,044	8,467	8,605	8,753	8,441
Benguet .....	307	698	760	764	786	784	769	734	741	729
Bohol .....	161	11,097	16,145	18,518	20,096	20,812	21,240	22,984	23,017	22,661
Bulacan .....	9,566	10,788	11,604	12,372	12,391	11,668	1,560	11,582	11,648	11,475
Cagayan .....	8,266	9,968	10,342	10,256	9,944	1,330	1,329	8,878	9,471	9,769
Capiz .....	11,353	14,123	15,988	16,606	15,190	292	325	13,662	16,349	16,970
Cavite .....	7,608	8,626	8,493	8,695	8,653	8,767	8,583	2,609	8,300	8,143
Cebu .....	25,847	30,430	34,660	36,318	38,310	36,973	322	35,387	39,675	39,691
Ilocos Norte .....	10,789	12,076	11,912	12,863	12,296	11,300	566	10,282	12,120	12,999
Ilocos Sur .....	10,464	11,416	10,998	11,919	11,975	10,723	1,668	11,253	12,012	11,873
Iloilo .....	14,143	17,126	18,123	18,243	17,890	17,395	17,022	20,084	23,417	24,205
Isabela .....	3,006	3,562	3,676	3,572	3,418	127	122	2,625	2,628	2,687
Laguna .....	3,808	6,649	7,264	7,300	7,300	7,203	6,906	6,315	6,244	5,942
Lepanto-Bontoc .....	1,288	1,553	1,661	1,826	1,805	1,828	1,855	1,974	2,200	2,353
Leyte .....	14,261	19,222	20,788	21,525	21,583	20,532	2,248	19,512	21,556	21,784
Mindoro .....	2,106	2,586	2,954	2,888	154	2,217	2,423	2,567	2,786	2,689
Misamis .....	4,547	6,282	5,977	6,442	6,385	447	408	6,822	8,285	8,503
Occidental Negros .....	14,262	15,981	17,176	16,786	15,147	13,053	789	16,220	18,266	18,058
Oriental Negros .....	529	11,294	13,030	14,247	15,312	16,165	17,160	17,777	18,261	18,306
Nueva Ecija .....	7,177	8,087	7,914	9,641	9,734	9,291	476	8,114	9,310	9,305
Nueva Vizcaya .....	72	71	1,662	1,763	1,854	1,908	1,980	2,008	2,202	2,272
Palawan .....	70	1,638	2,083	2,200	2,087	2,082	2,062	2,172	2,162	2,101
Pampanga .....	10,800	12,812	13,281	13,997	14,328	14,353	1,671	15,042	15,589	15,371
Pangasinan .....	25,133	29,021	29,734	33,363	32,810	6,891	5,660	28,912	35,034	36,337
Rizal .....	6,268	6,920	7,058	7,427	7,679	7,645	698	8,565	8,956	8,934
Romblon .....	2,889	3,243	3,353	3,469	2,524			2,615	2,860	2,758
Samar .....	10,921	15,788	27,699	18,967	15,787		1,041	12,867	16,886	20,397
Sorsogon .....	6,968	7,888	8,145	8,497	8,439	1,142	8,197	7,748	7,606	287
Surigao .....	116	4,185	7,612	8,574	9,737	9,824	6,822	8,975	10,751	10,877
Tarlac .....	8,012	9,051	9,580	11,189	11,249	1,206	1,021	11,476	13,017	12,963
Tayabas .....	10,684	11,934	12,453	11,897	11,574	11,517	1,709	11,432	12,134	12,197
Union .....	631	5,612	6,908	8,885	9,577	10,336	10,479	10,593	10,672	10,445
Zambales .....	211	2,438	2,936	3,150	3,131	2,940	2,762	2,957	3,150	3,104
Normal School .....	774	788	779	796	810	801	775	763	754	744
Trade School .....	367	347	344	329	312	312	306	301	282	277
Commerce, School of .....	267	264	276	271	255	305	275	281	263	239
Total .....	263,653	356,984	390,990	413,446	400,187	316,224	169,707	393,910	437,735	434,952

NOTE.—The low monthly enrollment for some of the months shown above is explained by the fact that the normal institutes were in session.

No. V.—A table showing, by divisions and for the Islands, the average daily attendance during the school year 1908-9.

Division.	June.	July.	Aug.	Sep-	Oc-	Novem-	Decem-	Janu-	Febru-	March.
			t- gust.	t- tember.	to- ber.	ber.	ber.	ary.	ary.	
Manila	7,589	8,547	8,679	8,786	8,612	8,865	8,228	8,596	8,863	8,819
Albay	958	6,337	7,759	7,911	7,621	7,449	7,439	7,664	8,073	7,260
Camarinés	4,894	6,375	6,856	6,759	6,486	6,106	6,048	6,143	7,154	7,811
Antique	3,722	4,727	6,284	5,455	4,759	4,429	413	5,417	7,111	7,421
Bataan	59	1,289	1,585	1,772	1,720	1,744	1,426	1,591	1,886	1,713
Batangas	5,932	7,586	8,053	6,469	1,698	5,575	6,786	6,762	7,147	7,135
Benguet	190	487	554	608	554	621	617	558	608	620
Bohol	184	8,169	11,970	14,095	15,604	15,706	16,114	16,421	17,922	18,004
Bulacan	6,995	8,353	8,947	10,072	9,906	9,455	1,947	8,460	9,188	9,338
Cagayan	6,617	8,365	8,618	8,276	7,347	1,133	1,143	6,160	7,589	7,917
Capiz	7,759	10,714	12,897	12,786	11,017	267	270	9,357	13,651	13,747
Cavite	5,722	7,095	7,056	7,069	6,895	6,863	6,839	2,258	6,548	7,031
Cebu	18,666	23,853	25,724	27,582	29,332	29,002	284	26,202	30,855	30,420
Ilocos Norte	8,140	9,878	9,052	10,374	9,683	8,197	510	6,812	9,571	10,622
Ilocos Sur	8,200	9,253	8,177	9,663	9,068	7,883	1,473	8,471	9,961	10,122
Iloilo	10,566	12,968	12,845	12,865	12,243	11,501	10,764	13,922	17,948	18,648
Isabela	2,276	2,810	2,880	2,897	2,534	99	104	1,845	1,836	2,066
Laguna	3,497	5,874	6,077	6,016	5,846	5,590	5,431	4,779	4,967	4,967
Lepanto-Bontoc	1,095	1,399	1,409	1,594	1,528	1,548	1,606	1,648	1,935	2,074
Leyte	10,259	14,858	16,845	16,884	17,142	16,272	1,712	13,942	16,771	17,852
Mindoro	1,467	1,993	2,325	2,177	136	1,506	1,814	1,985	2,119	2,061
Misamis	2,897	4,433	4,228	4,080	4,354	384	385	4,667	6,425	6,721
Occidental Negros	10,694	12,212	12,754	11,076	10,388	9,322	688	11,660	14,282	14,208
Oriental Negros	836	8,204	9,690	10,494	11,264	11,541	12,714	12,485	13,170	13,538
Nueva Ecija	5,872	6,195	5,956	7,542	7,552	7,057	398	5,376	7,183	7,432
Nueva Vizcaya	63	68	1,460	1,622	1,580	1,672	1,673	1,598	1,845	2,080
Palawan	59	1,279	1,700	1,687	1,429	1,677	1,765	1,693	1,831	1,757
Pampanga	8,055	10,370	10,579	11,266	11,542	12,005	1,425	11,345	12,910	12,626
Pangasinan	18,588	22,453	22,682	27,387	25,356	5,012	4,451	18,658	28,436	30,044
Rizal	4,801	5,548	5,694	6,020	6,146	6,099	582	6,432	7,223	7,533
Romblon	2,105	2,348	2,498	2,513	1,496	976	875	1,850	2,132	2,024
Samar	8,743	13,386	15,160	16,380	13,223	976	875	10,297	14,102	17,909
Sorsogon	5,108	6,521	5,766	6,626	6,705	6,565	6,141	5,426	5,919	250
Surigao	94	3,246	5,912	6,790	7,561	7,420	4,814	6,419	7,530	8,581
Tarlac	6,304	7,440	7,623	9,408	9,636	1,008	839	7,400	10,835	10,985
Tayabas	8,825	10,327	10,775	10,301	9,903	9,227	1,831	9,067	10,149	10,637
Union	573	4,453	5,576	7,773	8,550	9,271	9,709	9,716	10,016	9,829
Zambales	187	1,983	2,524	2,816	2,756	2,585	2,353	2,348	2,763	2,744
Normal School	694	744	746	789	759	748	739	727	718	731
Trade School	321	321	307	299	296	288	292	273	268	263
Commerce, School of	202	240	238	243	233	256	238	242	235	220
Total	198,844	281,183	305,860	324,512	311,056	242,795	181,796	286,657	350,025	354,574

NOTE.—The low average attendance for some of the months shown above is explained by the fact that normal institutes were in session.

No. VI.—A table showing, by divisions and for the Islands, the enrollment by grades during the month of February, 1909.

Divisions.	Primary grades.				Total.
	I.	II.	III.	IV.	
Manila.....	4,398	2,052	1,604	843	8,897
Albay.....	5,046	2,445	1,842	809	9,642
Camarines.....	5,577	1,982	896	489	8,874
Antique.....	5,587	1,702	640	283	8,162
Bataan.....	1,669	422	172	662	2,325
Batangas.....	5,006	1,707	848	397	7,958
Benguet.....	582	132	19	8	741
Bohol.....	16,862	4,411	1,079	544	22,896
Bulacan.....	6,995	2,285	1,182	588	10,950
Cagayan.....	6,105	1,710	820	309	9,034
Capiz.....	10,345	8,700	1,898	624	16,062
Cavite.....	4,505	2,125	810	429	7,869
Cebu.....	28,692	7,458	2,217	917	39,284
Ilocos Norte.....	7,488	2,928	806	416	11,638
Ilocos Sur.....	7,048	2,378	1,182	631	11,189
Iloilo.....	14,785	4,518	1,966	1,257	22,526
Isabela.....	1,381	577	338	194	2,490
Laguna.....	3,151	1,578	728	327	5,779
Lepanto-Bontoc.....	1,520	430	157	57	2,164
Leyte.....	14,959	4,087	1,523	631	21,200
Mindoro.....	1,886	556	218	70	2,675
Misamis.....	5,420	1,456	775	412	8,063
Occidental Negros.....	12,127	3,710	1,243	654	17,734
Oriental Negros.....	12,880	3,509	1,373	378	18,140
Nueva Ecija.....	5,211	2,160	1,005	480	8,856
Nueva Vizcaya.....	1,211	552	235	131	2,129
Palawan.....	1,546	403	136	34	2,119
Pampanga.....	10,514	2,560	1,169	661	14,894
Pangasinan.....	25,114	6,125	2,125	1,149	34,514
Rizal.....	5,274	2,072	795	406	8,547
Romblon.....	1,743	560	342	137	2,782
Samar.....	10,108	4,204	1,472	665	16,444
Sorsogon.....	4,363	1,723	820	413	7,319
Surigao.....	7,526	1,940	736	357	10,559
Tarlac.....	8,623	2,193	1,053	634	12,503
Tayabas.....	6,911	2,525	1,187	761	11,434
Union.....	6,947	2,073	810	416	10,246
Zambales.....	1,728	741	276	189	2,934
Normal School.....	43	22	50	46	161
Trade School.....				57	57
Commerce, School of.....					
Total.....	280,816	87,686	35,438	17,795	421,735

No. VI.—A table showing, by divisions and for the Islands, the enrollment by grades during the months of February, 1909—Continued.

Divisions.	Intermediate grades.				Years in high school.					Total.
	V.	VI.	VII.	Total.	1.	2.	3.	4.	Total.	
Manila	369	317	248	929	118	95	76	30	314	10,135
Albay	340	183	72	595	18	11			24	10,261
Camarines	210	158	65	433	7				7	9,314
Antique	81	38	19	138	4	9			13	8,313
Bataan	66	29	5	100						2,425
Batanga	271	301	173	745	30	20			50	8,753
Benguet										741
Bohol	58	43	20	121						23,017
Bulacan	265	216	117	598	50	31	11	8	100	11,448
Cagayan	207	118	51	376	19	12		10	41	9,451
Capiz	125	87	49	261	18	8			26	16,349
Cavite	157	130	82	369	24	11	15	12	62	8,300
Cebu	198	85	70	348	26	10	7		43	39,675
Ilocos Norte	259	182	47	488	29	15			44	12,120
Ilocos Sur	357	249	141	747	48	28			76	12,012
Iloilo	400	230	182	812	56	23			79	23,417
Isabela	75	49	7	131	7				7	2,628
Laguna	216	157	56	429	30	6			36	6,244
Lepanto-Bontoc	36			36						2,200
Leyte	177	101	57	335	12	9			21	21,556
Mindoro	80	13	13	61						2,736
Misamis	164	40	11	215	7				7	8,285
Occidental Negros	281	105	87	473	27	16	6	10	59	18,266
Oriental Negros	63	36	12	111	10				10	18,261
Nueva Ecija	232	146	90	468	25	11			36	9,310
Nueva Vizcaya	35	21	13	69	4				4	2,202
Palawan	16	21	6	43						2,162
Pampanga	321	215	105	641	32	13	9		54	15,589
Pangasinan	272	170	78	520						35,034
Rizal	188	137	75	400	9				9	8,956
Romblon	43	14	8	65	13				13	2,860
Samar	257	98	66	421	11	10			21	16,886
Sorsogon	164	72	44	280	7				7	7,606
Surigao	110	51	20	181	5	3		3	11	10,751
Tarlac	256	146	73	475	31	8			39	13,017
Tayabas	720	219	143	682	40	8	8	12	68	12,134
Union	201	155	48	404	22				22	10,672
Zambales	71	76	35	182	20	14			34	3,150
Normal School	66	78	98	242	136	83	60		351	754
Trade School	70	52	45	167	26	27	5	72	58	282
Commerce, School of	70	76	33	179	74	10			84	263
Total	7,042	4,569	2,559	14,170	985	491	197	157	1,830	437,735

No. VII.—*Filipino teachers' salaries.*

Division.	Insular male.			Insular Female.			Male and Female.		
	Num-ber.	Aver-age sal-ary.	Total salary.	Num-ber.	Aver-age sal-ary.	Total salary.	Average Insular.	Total Insular.	Total number of In-sular teach-ers.
Manila.....	14	P58.57	P750.00	1	P110.00	P110.00	P110.00	P110.00	1
Albay.....	16	45.00	720.00	7	40.00	280.00	58.57	750.00	14
Camarines.....	13	46.15	600.00	1	30.00	30.00	43.47	1,000.00	23
Antique.....	7	52.86	370.00	4	57.50	230.00	45.00	630.00	14
Bataan.....	17	52.94	900.00	1	30.00	30.00	52.86	370.00	7
Batangas.....	22	41.00	902.00	4	57.50	230.00	58.81	1,130.00	21
Bohol.....	16	70.00	1,120.00	1	30.00	30.00	40.58	982.00	23
Bulacan.....	23	42.61	980.00	5	37.00	185.00	67.50	1,850.00	20
Cagayan.....	19	52.63	1,000.00	7	40.14	281.00	41.61	1,165.00	28
Capiz.....	17	58.24	990.00	4	43.33	173.33	49.27	1,281.00	26
Cavite.....	30	41.50	1,245.00	3	40.00	120.00	55.39	1,168.33	21
Cebu.....	17	48.24	820.00	2	40.00	80.00	41.36	1,365.00	23
Ilocos Norte.....	45	33.64	1,514.00	11	50.90	560.00	47.87	900.00	19
Ilocos Sur.....	24	51.46	1,235.00	8	50.00	400.00	51.09	2,074.00	56
Iloilo.....	6	45.00	270.00	1	50.00	50.00	51.09	1,685.00	32
Isabela.....	11	52.27	575.00	4	57.50	230.00	45.71	320.00	7
Laguna.....	21	40.48	850.00	2	37.50	75.00	58.67	805.00	15
Leyte.....	6	41.67	250.00	3	40.00	120.00	40.22	925.00	28
Mindoro.....	20	39.00	780.00	4	35.00	140.00	41.11	870.00	9
Mimamis.....	22	48.87	1,075.00	8	42.50	340.00	38.33	920.00	24
Occidental Negros.....	13	48.46	565.00	2	55.00	110.00	47.17	1,415.00	30
Oriental Negros.....	18	49.72	895.00	1	50.00	50.00	45.00	675.00	15
Nueva Ecija.....	10	37.50	375.00	2	10.00	20.00	49.75	945.00	19
Nueva Viscaya.....	16	43.75	700.00	1	50.00	50.00	32.92	395.00	12
Palawan.....	23	58.26	1,225.00	3	35.00	105.00	44.12	750.00	17
Pampanga.....	33	51.52	1,700.00	7	61.43	430.00	51.15	1,330.00	26
Pangasinan.....	16	55.63	890.00	2	45.00	90.00	53.25	2,130.00	40
Rizal.....	23	33.69	775.00	3	43.33	130.00	54.44	980.00	18
Samar.....	8	45.00	360.00	2	40.00	80.00	34.81	905.00	26
Sorsogon.....	16	45.68	730.00	4	23.75	95.00	45.00	360.00	8
Surigao.....	18	41.94	755.00	7	40.00	280.00	45.00	810.00	18
Tarlac.....	10	60.00	600.00	4	40.00	160.00	38.64	850.00	22
Tayabas.....	29	30.76	892.00	1	35.00	35.00	51.76	880.00	17
Union.....	13	39.28	510.00	1	40.00	40.00	30.90	927.00	30
Zambales.....	49	19.40	950.88	14	17.28	241.90	39.28	550.00	14
Mountain.....	5	65.00	320.00	8	61.25	490.00	18.98	1,192.78	63
Normal School.....	10	67.27	672.70	8	61.25	490.00	62.81	810.00	13
Trade School.....	2	55.00	110.00	2	55.00	110.00	67.27	672.70	10
Commerce, School of.....	2	55.00	110.00	2	55.00	110.00	67.27	672.70	10
Total.....	678	44.21	29,971.58	138	42.84	5,911.23	43.97	35,882.81	816

## No. VIII.—Average monthly salary of Filipino teachers.

Division.	Municipal.	Insular.	Average monthly salary of all Filipino teachers.
Manila	P50.72	P110.00	P50.91
Albay	23.95	58.57	26.17
Camarines	21.34	43.47	24.26
Antique	14.65	45.00	18.51
Bataan	19.25	52.86	24.26
Batangas	21.06	58.81	24.24
Bohol	11.56	40.53	13.56
Bulacan	22.71	67.50	27.71
Cagayan	15.60	41.61	19.58
Capiz	13.91	49.27	17.11
Cavite	17.81	55.39	22.48
Cebu	12.87	41.36	14.43
Ilocos Norte	9.94	47.37	13.08
Ilocos Sur	14.05	37.04	19.22
Iloilo	16.04	51.09	19.13
Isabela	18.09	45.71	20.36
Laguna	19.76	58.67	22.42
Leyte	15.68	40.22	17.41
Mindoro	14.15	41.11	17.67
Misamis	16.12	38.33	21.06
Occidental Negros	15.04	47.17	18.26
Oriental Negros	10.32	45.00	12.54
Nueva Ecija	16.57	49.75	20.11
Nueva Vizcaya	12.84	32.92	17.66
Palawan	21.84	44.12	31.80
Pampanga	20.67	51.15	25.73
Pangasinan	16.86	53.25	19.11
Rizal	23.37	54.44	26.25
Samar	17.33	34.81	19.08
Sorsogon	19.68	45.00	21.01
Surigao	12.13	45.00	15.44
Tarlac	16.49	38.64	18.92
Tayabas	21.02	51.76	23.33
Union	10.75	30.90	14.44
Zambales	11.89	39.26	15.02
Mountain	11.78	18.93	17.63
Normal School		62.31	62.31
Trade School		67.27	67.27
Commerce, School of		55.00	55.00
Total	17.83	43.97	20.60

## No. IX.—A table showing the enrollment, by sexes, in the different courses of study during the month of February, 1909.

Course of study.	Males.	Females.	Total.
Primary	257,832	163,903	421,735
Intermediate	11,059	3,111	14,170
Secondary	1,518	312	1,830
Total	270,409	167,326	437,735

The ratio of males to females is as 3 is to 2.

No. X.—A table showing, by divisions and for the Islands the enrollment, attendance, percentage of attendance, and the instructors, American and Filipino, in the normal institutes held during the school year 1908-9.

Division.	Weeks in session.	Enrollment.	Attendance.	Percentage of attendance.	Instructors.	
					American.	Filipino.
Manila	30	296	254	96	11	
Albay	5	231	229	98	7	9
Camarines						
Antique	6	174	152	95	5	
Bataan	4	44	42	95	5	
Batangas	6	110	69	81	5	1
Bohol	6	323	295	97	11	5
Bulacan	6	152	146	97	7	1
Cagayan	8	214	181		5	13
Capiz	8	349	300	91	18	1
Cavite	4	154	151	98	9	11
Cebu	6	741	697	94	18	7
Iloco Norte	4	198	191	96	5	3
Iloco Sur	4	220	198	96	8	
Iloilo						
Izabela	8	75	74	98	4	1
Laguna	3	161	149	97	8	
Leyte	4	253	230	99	12	
Mindoro	6	63	57	95	4	5
Misamis	4	127	120	97	6	
Occidental Negros	4	450	424	94	19	19
Oriental Negros	9	190	182	96	12	4
Nueva Ecija	3	153	147	99	6	4
Nueva Vizcaya	8	53	50	96	3	
Palawan	6	35	27	96	3	
Pampanga	6	227	225	99	13	2
Pangasinan	9	526	515	98	14	5
Rizal	5	69	68		4	
Samal	6	360	332	81		
Sorsogon	6	149	144	99	9	
Surigao	5	204	173	93	9	1
Tarlac	8	153	145	98	6	3
Tayabas	6	269	248	98	9	1
Union	5	192	186	97	5	2
Zambales						
Mountain						
Normal School						
Trade School						
Commerce, School of						
Total	208	6,915	6,401		260	98

NOTE.—The enrollment in normal institutes is almost entirely of Filipino Insular and municipal teachers.

No. XI.—*Temporary municipal teachers average salary.*

Division.	Male.			Female.			Male and female, total average salary.
	Num-ber.	Average salary.	Total salary.	Num-ber.	Average salary.	Total salary.	
Manila.....	58	P 40.00	P 2,120.00	108	P 33.00	P 3,564.00	P 85.30
Albay.....	12	22.92	275.00				22.92
Camarines.....							
Antique.....	1	18.00	18.00	1	15.00	15.00	16.50
Bataan.....	1	15.00	15.00				15.00
Batangas.....	3	10.88	32.49	1	5.00	5.00	9.87
Bohol.....	19	18.14	344.66	15	18.19	272.85	18.16
Bulacan.....							
Cagayan.....	188	13.81	2,527.28	48	11.88	508.69	13.48
Capiz.....	2	11.33	22.66	2	9.50	19.00	10.42
Cavite.....	7	5.71	39.97	8	6.66	20.00	6.00
Cebu.....	4	20.62	82.50				20.62
Ilocos Norte.....	2	11.00	22.00	1	15.00	15.00	12.83
Ilocos Sur.....							
Iloilo.....	10	15.80	158.00	4	13.50	54.00	14.79
Isabela.....	83	17.08	562.00	19	13.50	256.50	15.74
Laguna.....	4	13.00	52.00				13.00
Leyte.....	4	9.00	36.00	3	10.00	30.00	9.43
Mindoro.....	15	15.63	234.45	10	14.35	143.50	15.06
Misamis.....	88	14.21	468.98	9	12.67	114.03	13.88
Occidental Negros.....	8	6.30	50.40	10	9.00	90.00	7.80
Oriental Negros.....	8	13.50	108.00	3	13.50	40.50	13.50
Nueva Ecija.....	16	11.13	178.08	5	12.80	64.00	11.75
Nueva Vizcaya.....	1	18.00	18.00	1	12.00	12.00	15.00
Palawan.....	80	16.94	508.81	13	17.85	232.00	17.22
Pampanga.....	388	15.13	5,870.44	95	14.66	1,411.70	15.08
Pangasinan.....							
Rizal.....	187	18.25	3,412.75	54	14.14	763.56	17.83
Samar.....	68	17.98	1,222.56	29	18.83	546.07	18.06
Sorsogon.....	66	11.25	742.50	38	11.28	426.74	11.24
Surigao.....	79	14.61	1,154.19	11	14.18	156.00	14.56
Tarlac.....	6	14.00	84.00	7	15.15	106.00	14.62
Tayabas.....	1	8.00	8.00				8.00
Union.....	1	15.00	15.00	1	5.00	5.00	10.00
Zambales.....							
Mountain.....							
Normal School.....							
Trade School.....							
Commerce, School of.....							
<b>Total.....</b>	<b>1,239</b>	<b>16.87</b>	<b>20,276.48</b>	<b>486</b>	<b>18.22</b>	<b>8,856.69</b>	<b>16.89</b>



## No. XII.—Regular municipal teachers average salary.

Division.	Male.			Female.			Male and female, total average salary.
	Num-ber.	Average salary.	Total salary.	Num-ber.	Average salary.	Total salary.	
Manila.....	82	P69.00	P5,658.00	74	P64.00	P4,736.00	P66.63
Albay.....	127	24.19	3,072.13	49	23.48	1,150.52	23.94
Camarines.....	94	21.23	1,996.00	46	21.17	974.00	21.21
Antique.....	76	14.85	1,128.60	20	13.88	277.60	14.65
Bataan.....	24	19.67	472.00	14	18.93	265.00	19.39
Batangas.....	144	21.84	3,122.96	50	19.37	968.50	21.09
Bohol.....	180	12.50	2,250.00	127	10.30	1,308.10	11.59
Bulacan.....	76	24.13	1,838.88	49	18.14	1,158.85	22.94
Cagayan.....	120	16.89	1,980.70	35	13.91	487.00	15.60
Capiz.....	30	17.03	510.90	5	17.00	85.00	17.02
Cavite.....	93	18.32	1,703.46	51	17.47	890.97	18.02
Cebu.....	381	12.61	4,804.41	176	13.81	2,430.56	12.99
Ilocos Norte.....	139	9.64	1,339.96	64	9.91	634.24	9.78
Ilocos Sur.....	115	14.11	1,622.65	75	14.02	1,061.50	14.07
Iloilo.....	230	16.20	3,726.00	101	15.68	1,583.68	16.04
Isabela.....	51	18.55	946.05	13	19.84	257.92	18.82
Laguna.....	76	22.46	1,707.00	48	19.82	961.50	21.44
Leyte.....	218	16.28	3,549.04	81	14.18	1,148.58	15.71
Mindoro.....	45	14.56	655.00	8	16.00	128.00	14.77
Misamis.....	31	16.52	512.12	28	16.63	465.64	16.57
Occidental Negros.....	175	15.84	2,772.00	52	13.27	690.04	15.25
Oriental Negros.....	133	10.58	1,407.14	69	10.48	723.12	10.55
Nueva Ecija.....	110	17.35	1,908.50	38	15.18	576.84	16.79
Nueva Vizcaya.....	11	13.00	143.00	7	15.71	110.00	14.06
Palawan.....	13	23.35	308.55	6	20.75	124.50	22.53
Pampanga.....	128	21.67	2,778.59	61	21.01	1,281.75	21.45
Pangasinan.....	98	24.17	2,247.81	33	22.44	740.63	23.72
Rizal.....	89	24.02	2,137.91	87	22.70	1,975.31	23.37
Samar.....	46	22.56	1,037.76	7	22.13	154.91	22.50
Sorsogon.....	41	14.02	574.82	16	13.06	208.96	13.75
Surigao.....	75	18.46	1,384.45	13	17.63	229.20	18.34
Tarlac.....	122	19.69	2,402.41	74	24.33	1,800.12	21.44
Tayabas.....	95	10.91	1,036.00	38	10.45	397.00	10.77
Zambales.....	51	12.11	617.61	14	11.36	159.04	11.95
Mountain.....	9	11.44	102.96	5	12.40	62.00	11.78
Normal School.....							
Trade School.....							
Commerce, School of.....							
Total.....	3,523	17.99	63,390.37	1,634	18.47	30,186.58	18.15

## No. XIII.—Statistics of average salaries of Filipino municipal teachers.

Division.	Regular.			Temporary.			Grand total.		
	Num-ber.	Aver-age salary.	Total salary.	Num-ber.	Aver-age salary.	Total salary.	Num-ber.	Aver-age salary.	Total salary.
Manila.....	156	P66.63	P10,394.00	161	P35.30	P5,684.00	317	P50.72	P16,078.00
Albay.....	176	23.94	4,222.65				176	23.93	4,222.65
Camarines.....	140	21.21	2,970.00	12	22.92	275.00	152	21.34	3,245.00
Antique.....	96	14.65	1,406.20				96	14.65	1,406.20
Bataan.....	38	19.39	737.00	2	16.50	33.00	40	19.25	770.00
Batangas.....	194	21.09	4,091.46	1	15.00	15.00	195	21.06	4,106.46
Bohol.....	307	11.59	3,558.10	4	9.37	37.49	311	11.56	3,595.59
Bulacan.....	125	28.94	2,992.73	34	18.16	617.51	159	22.70	3,610.24
Cagayan.....	155	15.60	2,417.70				155	15.60	2,417.70
Capiz.....	35	17.02	595.90	226	13.43	3,035.92	261	13.91	3,631.82
Cavite.....	144	18.02	2,594.43	4	10.42	41.66	148	17.81	2,636.09
Cebu.....	557	12.99	7,234.97	10	6.00	59.97	567	12.87	7,294.94
Ilocos Norte.....	203	9.73	1,974.20	4	20.62	82.50	207	9.94	2,056.70
Ilocos Sur.....	190	14.07	2,674.15	3	12.33	37.00	193	14.05	2,711.15
Iloilo.....	331	16.04	5,309.68				331	16.04	5,309.68
Isabela.....	64	18.82	1,208.97	14	14.79	207.00	78	18.09	1,410.97
Laguna.....	124	21.44	2,658.50	52	15.74	818.50	176	19.78	3,477.00
Leyte.....	299	15.71	4,697.62	4	13.00	52.00	303	15.68	4,749.62
Mindoro.....	53	14.77	783.00	7	9.43	66.00	60	14.15	849.00
Misamis.....	59	16.57	977.76	25	15.06	376.45	84	16.12	1,354.21
Occidental Negros.....	227	15.25	3,462.04	42	13.88	582.96	269	15.04	4,045.00
Oriental Negros.....	202	10.55	2,130.26	18	7.80	140.45	220	10.32	2,270.71
Nueva Ecija.....	148	16.79	2,485.34	11	13.50	148.50	159	16.57	2,633.84
Nueva Vizcaya.....	18	14.06	253.00	20	11.75	235.00	38	12.84	488.00
Palawan.....	19	23.53	428.05	2	15.00	30.00	21	21.84	458.05
Pampanga.....	189	21.45	4,055.34	43	17.22	740.31	232	20.67	4,795.65
Pangasinan.....	126	23.72	2,988.44	483	15.08	7,282.14	609	16.86	10,270.58
Rizal.....	176	23.37	4,113.22				176	23.37	4,113.22
Samar.....				241	17.38	4,176.31	241	17.38	4,176.31
Sorsogon.....	53	22.50	1,192.67	92	18.06	1,661.16	145	19.68	2,853.83
Surigao.....	57	13.75	783.78	104	11.24	1,169.24	161	12.13	1,953.02
Tarlac.....	88	18.84	1,618.85	90	14.56	1,310.10	178	16.49	2,928.95
Tayabas.....	196	21.44	4,202.53	13	14.62	190.00	209	21.02	4,392.53
Union.....	133	10.77	1,433.00	1	8.00	8.00	134	10.75	1,441.00
Zambales.....	65	11.96	776.65	2	10.00	20.00	67	11.89	796.65
Mountain.....	14	11.78	164.96				14	11.78	164.96
Normal School.....									
Trade School.....									
Commerce, School of.....									
Total.....	5,157	18.15	98,576.95	1,725	16.89	29,133.17	6,882	17.88	122,710.12

## No. XII.—Regular municipal teachers average salary.

Division.	Male.			Female.			Male and female, total average salary.
	Num-ber.	Average salary.	Total salary.	Num-ber.	Average salary.	Total salary.	
Manila .....	82	P69.00	P5,658.00	74	P64.00	P4,736.00	P66.68
Albay .....	127	24.19	3,072.13	49	23.48	1,150.52	28.94
Camarines .....	94	21.23	1,996.00	46	21.17	974.00	21.21
Antique .....	76	14.85	1,128.60	20	13.88	277.60	14.65
Bataan .....	24	19.67	472.00	14	18.93	265.00	19.39
Batangas .....	144	21.84	3,122.96	50	19.37	968.50	21.09
Bohol .....	180	12.50	2,250.00	127	10.30	1,308.10	11.59
Bulacan .....	76	24.13	1,838.88	49	18.14	1,158.85	23.94
Cagayan .....	120	16.89	1,980.70	35	13.91	487.00	15.60
Capiz .....	30	17.03	510.90	5	17.00	85.00	17.02
Cavite .....	93	18.32	1,703.46	51	17.47	890.97	18.02
Cebu .....	381	12.61	4,804.41	176	13.81	2,430.56	12.99
Ilocos Norte .....	189	9.64	1,839.96	64	9.91	634.24	9.73
Ilocos Sur .....	115	14.11	1,622.65	75	14.02	1,051.50	14.07
Iloilo .....	230	16.20	3,726.00	101	15.68	1,583.68	16.04
Isabela .....	51	18.55	946.06	13	19.84	257.92	18.82
Laguna .....	76	22.46	1,707.00	48	19.82	951.50	21.44
Leyte .....	218	16.28	3,549.04	81	14.18	1,148.58	15.71
Mindoro .....	45	14.56	656.00	8	16.00	128.00	14.77
Misamis .....	81	16.52	512.12	28	16.63	465.64	16.57
Occidental Negros .....	175	15.84	2,772.00	52	13.27	690.04	15.25
Oriental Negros .....	183	10.58	1,407.14	69	10.48	723.12	10.55
Nueva Ecija .....	110	17.35	1,908.50	38	15.18	576.84	16.79
Nueva Vizcaya .....	11	13.00	143.00	7	15.71	110.00	14.06
Palawan .....	13	23.35	308.55	6	20.75	124.50	22.53
Pampanga .....	128	21.67	2,773.59	61	21.01	1,281.75	21.45
Pangasinan .....	98	24.17	2,247.81	33	22.44	740.63	23.72
Rizal .....	89	24.02	2,137.91	87	22.70	1,975.31	23.37
Samar .....	46	22.56	1,037.76	7	22.13	154.91	22.50
Sorsogon .....	41	14.02	574.82	16	18.06	208.96	18.75
Surigao .....	75	18.46	1,384.45	13	17.63	229.20	18.34
Tarlac .....	122	19.69	2,402.41	74	24.33	1,800.12	21.44
Tayabas .....	95	10.91	1,036.00	38	10.45	397.00	10.77
Zambales .....	51	12.11	617.61	14	11.36	159.04	11.95
Mountain .....	9	11.44	102.96	5	12.40	62.00	11.78
Normal School .....							
Trade School .....							
Commerce, School of .....							
Total .....	3,523	17.99	63,390.37	1,684	18.47	30,186.58	18.15

## No. XIII.—Statistics of average salaries of Filipino municipal teachers.

Division.	Regular.			Temporary.			Grand total.		
	Num-ber.	Aver-age salary.	Total salary.	Num-ber.	Aver-age salary.	Total salary.	Num-ber.	Aver-age salary.	Total salary.
Manila.....	156	P66.63	P10,394.00	161	P35.30	P5,684.00	317	P50.72	P16,078.00
Albay.....	176	23.94	4,222.65				176	23.93	4,222.65
Camarines.....	140	21.21	2,970.00	12	22.92	275.00	152	21.34	3,245.00
Antique.....	96	14.65	1,406.20				96	14.65	1,406.20
Bataan.....	38	19.39	737.00	2	16.50	33.00	40	19.25	770.00
Batangas.....	194	21.09	4,091.46	1	15.00	15.00	195	21.06	4,106.46
Bohol.....	307	11.59	3,558.10	4	9.37	37.49	311	11.56	3,595.59
Bulacan.....	125	23.94	2,992.73	34	18.16	617.51	159	22.70	3,610.24
Cagayan.....	155	15.60	2,417.70				155	15.60	2,417.70
Capiz.....	35	17.02	595.90	226	13.43	3,035.92	261	13.91	3,631.82
Cavite.....	144	18.02	2,594.43	4	10.42	41.66	148	17.81	2,636.09
Cebu.....	557	12.99	7,234.97	10	6.00	59.97	567	12.87	7,294.94
Ilocos Norte.....	203	9.73	1,974.20	4	20.62	82.50	207	9.94	2,056.70
Ilocos Sur.....	190	14.07	2,674.15	3	12.33	37.00	193	14.05	2,711.15
Iloilo.....	331	16.04	5,309.68				331	16.04	5,309.68
Isabela.....	64	18.82	1,208.97	14	14.79	207.00	78	18.09	1,410.97
Laguna.....	124	21.44	2,658.50	52	15.74	818.50	176	19.76	3,477.00
Leyte.....	299	15.71	4,697.62	4	13.00	52.00	303	15.68	4,749.62
Mindoro.....	53	14.77	783.00	7	9.43	66.00	60	14.15	849.00
Misamis.....	59	16.57	977.76	25	15.06	376.45	84	16.12	1,354.21
Occidental Negros.....	227	15.25	3,462.04	42	13.88	582.96	269	15.04	4,045.00
Oriental Negros.....	202	10.55	2,130.26	18	7.80	140.45	220	10.32	2,270.71
Nueva Ecija.....	148	16.79	2,485.34	11	13.50	148.50	159	16.57	2,633.84
Nueva Vizcaya.....	18	14.06	253.00	20	11.75	235.00	38	12.84	488.00
Palawan.....	19	23.53	428.05	2	15.00	30.00	21	21.84	458.05
Pampanga.....	189	21.45	4,065.34	43	17.22	740.31	232	20.67	4,795.65
Pangasinan.....	126	23.72	2,988.44	483	15.08	7,282.14	609	16.86	10,270.58
Rizal.....	176	23.37	4,113.22				176	23.37	4,113.22
Samar.....				241	17.38	4,176.31	241	17.38	4,176.31
Sorsogon.....	53	22.50	1,192.67	92	18.06	1,661.16	145	19.68	2,853.83
Surigao.....	57	13.75	783.78	104	11.24	1,169.24	161	12.13	1,953.02
Tarlac.....	88	18.34	1,613.65	90	14.56	1,310.10	178	16.49	2,923.75
Tayabas.....	196	21.44	4,202.53	13	14.62	190.00	209	21.02	4,392.53
Union.....	133	10.77	1,423.00	1	8.00	8.00	134	10.75	1,441.00
Zambales.....	65	11.95	776.65	2	10.00	20.00	67	11.89	796.65
Mountain.....	14	11.78	164.96				14	11.78	164.96
Normal School.....									
Trade School.....									
Commerce School.....									
of.....									
Total.....	5,157	18.15	93,576.95	1,725	16.89	29,133.17	6,882	17.83	122,710.12

No. XIV.—A table showing, by divisions and for the Islands, the apportionment of the funds appropriated by Acts Nos. 1275, 1580, 1688, and 1801 for the aid of the construction of public school buildings, and the amounts to be raised locally for the same purpose.

Division.	1906.		1907.	
	Act 1275.	Locally.	Act 1580.	Locally.
Manila	₱8,258.72		₱50,000.00	₱50,000.00
Albay	8,000.00	₱35,000.00		
Camarines	8,000.00			
Antique	6,000.00	1,500.00		
Bataan	6,000.00	5,000.00		
Batangas	5,000.00	8,500.00	8,000.00	7,000.00
Benguet	9,401.01		6,200.00	
Bohol	12,000.00	16,000.00		
Bulacan	10,000.00	22,000.00	10,000.00	10,000.00
Cagayan	8,000.00	17,500.00	12,000.00	
Capiz	8,000.00	24,000.00		
Cavite	11,575.00	1,000.00	10,000.00	10,000.00
Cebu	12,000.00		22,500.00	39,000.00
Ilocos Norte			17,000.00	17,000.00
Ilocos Sur	17,000.00	29,000.00		
Iloilo	36,017.32	25,000.00		
Isabela	10,000.00	8,987.99		
Laguna			16,000.00	2,000.00
Lepanto-Bontoc			6,000.00	
Leyte	10,000.00	10,000.00	5,000.00	5,000.00
Mindoro	6,000.00		12,500.00	
Misamis	13,000.00	8,000.00	18,000.00	28,000.00
Occidental Negros	8,000.00	87,114.45		
Oriental Negros	6,000.00	20,000.00		
Nueva Ecija	8,000.00	2,500.00	1,000.00	1,000.00
Nueva Vizcaya	6,000.00		5,000.00	
Palawan	4,000.00			
Pampanga	12,000.00	15,500.00	13,000.00	14,000.00
Pangasinan	8,000.00	8,000.00	15,000.00	
Rizal	7,252.75	4,385.40	16,000.00	
Romblon	8,000.00	13,500.00		
Samar	8,000.00	8,000.00	8,000.00	
Sorsogon	20,000.00	85,000.00	5,000.00	
Surigao	16,000.00	16,000.00		
Tarlac	7,000.00	10,000.00	12,000.00	
Tayabas	12,907.06	14,000.00	22,000.00	20,000.00
Union	12,000.00	16,329.12	6,000.00	8,000.00
Zambales	8,000.00	8,000.00	1,000.00	
Normal School				
Trade School				
Commerce, School of				
Total	354,411.86	459,816.96	297,200.00	209,000.08
Miscellaneous refunds	4,618.88			
Total	349,792.98			
Balance unapportioned	206.97		2,800.00	

No. XIV.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	1908.		1909.		Total.	
	Act 1888.	Locally.	Act 1801.	Locally.	Insular.	Local.
Manila					P58,258.72	P50,000.00
Albay	P28,000.00	P30,100.00	P7,728.00	P3,868.00	48,728.00	68,968.00
Camarines	20,000.00	20,000.00			28,000.00	20,000.00
Antique	7,500.00	7,500.00			13,500.00	9,000.00
Bataan			2,360.00	1,180.00	8,360.00	6,180.00
Batangas					13,000.00	10,500.00
Benguet	17,800.00				33,401.01	
Bohol			2,000.00	1,000.00	14,000.00	17,000.00
Bulacan	32,378.74	36,378.74	8,000.00	4,000.00	60,378.74	72,378.74
Cagayan	1,500.00				21,500.00	17,500.00
Capiz	11,590.00				19,590.00	24,000.00
Cavite					21,575.00	11,000.00
Cebu			800.00	400.00	85,800.00	89,400.00
Ilocos Norte	10,000.00				27,000.00	17,000.00
Ilocos Sur			2,460.00	1,230.00	19,460.00	30,230.00
Iloilo	12,500.00	12,500.00	8,000.00	4,000.00	56,517.32	41,500.00
Isabela	4,000.00	1,000.00	2,000.00	1,000.00	16,000.00	5,987.99
Laguna	45,000.00				61,000.00	2,000.00
Lepanto-Bontoc					6,000.00	
Leyte	31,000.00	34,000.00	1,000.00	500.00	47,000.00	49,500.00
Mindoro					17,500.00	
Misamis	10,000.00	10,000.00			41,000.00	44,000.00
Occidental Negros	22,000.00	25,500.00	4,000.00	2,000.00	34,000.00	64,614.45
Oriental Negros	6,000.00	10,000.00			11,000.00	30,000.00
Nueva Ecija			2,000.00	1,000.00	11,000.00	4,500.00
Nueva Vizcaya	5,000.00				16,000.00	
Palawan	1,200.00				5,200.00	
Pampanga	16,000.00	6,000.00	24,200.00	12,100.00	65,200.00	47,800.00
Pangasinan	15,000.00	12,000.00			38,000.00	20,000.00
Rizal	6,000.00	6,000.00			29,252.75	10,885.40
Romblon					8,000.00	18,500.00
Samar	8,000.00				19,000.00	8,000.00
Sorsogon			4,000.00	2,000.00	29,000.00	87,000.00
Surigao	2,500.00				18,500.00	16,000.00
Tarlac					19,000.00	10,000.00
Tayabas	12,000.00	15,000.00			46,907.08	49,000.00
Union	8,000.00		4,000.00	2,000.00	30,000.00	26,329.12
Zambales	10,000.00		4,000.00	2,000.00	23,000.00	10,000.00
Normal School						
Trade School						
Commerce, School of						
Total	386,968.74	225,978.74	76,546.00	38,278.00	1,065,126.60	933,068.70
Miscellaneous						
Total						
Balance unapportioned	13,081.26		423,454.00			

No. XV.—A table showing, by divisions and for the Islands, the promotions by grades during the last semester of the school year 1908-9.

Division.	Primary Grades.			Intermediate Grades.			Years of High Schools.			
	I to II.	II to III.	III to IV.	IV to V.	V to VI.	VI to VII.	VII to first year.	First to second year.	Second to third year.	Third to fourth year.
Manila .....	1,288	717	591	196	240	221	139	79	61	55
Albay .....	2,000	470	1,000	210	368	349	198	99	57	12
Camarines .....	1,814	778	821	224	99	73	27	4	-----	-----
Antique .....	1,802	809	161	109	74	34	19	3	6	-----
Bataan .....	816	151	35	43	42	26	6	-----	-----	-----
Batangas .....	867	727	283	278	205	198	90	12	16	-----
Bohol .....	8,899	1,756	127	219	89	67	12	-----	-----	-----
Bulacan .....	1,811	1,025	384	298	229	163	69	25	19	10
Cagayan .....	1,874	572	194	126	119	62	40	16	9	-----
Capiz .....	8,692	1,746	446	255	27	20	8	10	5	-----
Cavite .....	802	686	168	159	96	101	48	5	5	10
Cebu .....	6,406	2,488	710	377	136	73	31	19	7	7
Ilocos Norte .....	2,236	1,196	259	216	208	82	27	5	7	-----
Ilocos Sur .....	1,820	1,065	300	283	200	113	72	28	14	-----
Iloilo .....	1,622	1,224	214	254	100	74	50	39	23	-----
Isabela .....	233	187	104	73	42	22	12	6	-----	-----
Laguna .....	1,174	754	298	215	169	138	54	28	6	-----
Leyte .....	4,865	2,185	565	413	156	73	35	9	6	-----
Mindoro .....	413	172	83	44	17	15	6	-----	-----	-----
Misamis .....	1,052	698	289	132	26	19	12	7	-----	-----
Occidental Negros .....	8,269	1,255	424	328	126	71	50	13	12	6
Oriental Negros .....	1,904	782	77	73	71	29	7	3	-----	-----
Nueva Ecija .....	1,501	852	192	204	170	107	45	13	11	-----
Nueva Vizcaya .....	209	180	17	82	13	11	3	-----	-----	-----
Palawan .....	551	171	60	29	14	20	5	-----	-----	-----
Pampanga .....	8,306	1,725	545	307	208	113	48	30	13	9
Pangasinan .....	4,611	2,390	704	557	148	85	55	-----	-----	-----
Rizal .....	2,174	928	164	146	123	109	55	7	-----	-----
Samar .....	6,557	2,755	1,050	370	105	58	35	7	6	-----
Sorsogon .....	755	451	240	114	59	21	15	4	-----	-----
Surigao .....	2,337	882	348	144	59	46	19	5	-----	3
Tarlac .....	2,802	1,110	245	233	112	122	47	29	17	-----
Tayabas .....	698	410	211	240	220	132	66	13	7	8
Union .....	1,381	710	286	213	180	120	36	18	-----	-----
Zambales .....	425	233	107	109	84	50	22	14	2	-----
Mountain .....	478	190	50	40	25	-----	-----	-----	-----	-----
Normal School .....	31	41	33	33	38	39	39	37	33	37
Trade School .....	-----	-----	-----	8	7	10	14	11	8	4
Commerce, School of .....	-----	-----	-----	-----	14	2	10	23	-----	-----
Total .....	71,919	34,371	11,230	7,254	4,368	3,063	1,526	616	350	161

No. XVI (a).—A table showing, by divisions and for the Islands, the distribution of disbursements made from the Insular appropriation during the period from July 1, 1908, to June 30, 1909.

Division.	Salaries and wages.			
	American teachers.		Filipino teachers.	
	Regular.	Temporary.	Regular.	Temporary.
Albay .....	P134,309.15	P8,566.04	P2,907.01	P42.50
Manila .....	41,864.58	5,237.43	5,852.13	2,691.22
Camarines .....	44,500.92	1,656.78	5,279.68	2,500.29
Antique .....	23,244.54	2,378.36	3,043.67	3,015.74
Bataan .....	18,452.86	2,191.82	1,658.33	1,481.08
Batangas .....	41,376.49	4,735.32	11,472.02	1,148.88
Benguet .....	32,602.96	4,117.38	911.34	2,500.86
Bohol .....	47,526.43	5,337.54	2,940.99	5,945.34
Bulacan .....	50,268.41	7,264.69	13,291.24	1,735.99
Cagayan .....	48,823.03	1,588.99	3,315.66	5,103.26
Capiz .....	76,965.10	4,369.22	9,990.71	4,465.60
Carite .....	38,868.25	3,180.54	10,694.83	2,258.06
Cebu .....	73,470.46	4,386.64	5,800.07	8,009.08
Ilocos Norte .....	41,786.95	3,894.09	9,311.38	416.92
Ilocos Sur .....	66,149.19	5,810.73	12,468.22	6,219.25
Iloilo .....	72,233.69	10,008.49	8,063.35	7,533.72
Isabela .....	17,388.35	3,495.00	2,024.67	1,564.99
Laguna .....	47,515.02	3,663.33	5,042.16	2,116.21
Lepanto-Bontoc .....	849.99			
Leyte .....	76,569.96	4,866.85	2,426.16	5,514.62
Mindoro .....	21,140.96	1,809.33	1,133.32	2,887.37
Misamis .....	32,964.93	3,755.89	2,455.16	3,606.81
Occidental Negros .....	65,946.35	1,721.38	6,561.85	7,904.38
Oriental Negros .....	38,809.20	3,444.16	3,615.29	3,465.72
Nueva Ecija .....	33,665.25	4,404.69	8,207.18	2,165.56
Nueva Vizcaya .....	13,130.01	1,815.66	2,405.78	356.84
Palawan .....	12,220.56	1,688.33	2,486.67	3,946.32
Pampanga .....	66,816.33	6,982.20	10,043.69	3,435.80
Pangasinan .....	98,961.48	4,131.60	14,477.67	6,631.08
Rizal .....	38,314.61	4,977.90	7,767.07	3,571.63
Romblon .....	922.26			
Samar .....	61,978.34	7,972.77	3,449.66	4,976.39
Sorsogon .....	43,677.96	3,918.33	1,800.66	1,957.85
Surigao .....	58,737.22	1,135.67	2,842.50	3,480.37
Tarlac .....	35,210.78	1,243.68	5,744.78	2,963.27
Tayabas .....	58,416.20	7,189.11	8,589.43	2,587.01
Union .....	41,831.80	3,007.84	5,397.23	2,772.87
Zambales .....	27,465.30	625.00	1,932.66	2,963.96
Normal School .....	56,673.76	13,195.01	4,399.33	2,154.06
Trade School .....	24,181.44	7,840.66	1,713.34	6,773.42
Commerce, School of .....	29,660.28	3,375.00	1,184.67	846.16
Deaf and Blind, School for .....	2,002.22			424.16
General office .....				
Library .....				
Total .....	1,852,003.56	165,453.77	211,671.51	134,033.59



No. XVI (a).—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Salaries and wages.			
	Division superintendents and clerks.	Half salaries.	Miscellaneous.	Total.
Manila .....	P6,000.00	P365.00	-----	P147,189.70
Albay .....	5,496.87	256.33	-----	61,888.56
Camarines .....	5,167.23	98.33	-----	59,196.23
Antique .....	2,981.10	326.67	-----	34,940.10
Bataan .....	578.44	77.78	-----	24,440.81
Batangas .....	5,440.00	88.33	-----	64,256.04
Benguet .....	4,178.54	171.11	-----	44,482.69
Bohol .....	4,546.00	206.66	-----	66,512.96
Bulacan .....	5,896.20	247.22	-----	78,706.76
Cagayan .....	1,230.00	88.90	-----	59,644.84
Capiz .....	5,196.76	98.33	-----	101,080.72
Cavite .....	5,662.66	-----	-----	60,664.34
Cebu .....	8,597.22	374.44	-----	99,617.91
Ilocos Norte .....	5,265.00	446.30	-----	61,120.59
Ilocos Sur .....	5,078.67	183.33	-----	95,909.39
Iloilo .....	7,011.01	501.67	P145.61	105,512.54
Isabela .....	3,692.88	-----	-----	28,165.84
Laguna .....	7,569.17	189.91	-----	66,096.80
Lepanto-Bontoc .....	335.00	100.00	-----	1,284.99
Leyte .....	4,672.38	179.44	-----	93,729.36
Mindoro .....	3,246.67	-----	-----	30,217.64
Misamis .....	1,796.50	245.66	2.27	44,828.22
Occidental Negros .....	5,241.38	865.56	-----	87,740.75
Oriental Negros .....	6,347.50	289.99	-----	55,971.86
Nueva Ecija .....	4,252.29	77.78	328.08	53,100.66
Nueva Vizcaya .....	5,544.17	-----	-----	23,252.46
Palawan .....	806.00	-----	-----	21,147.88
Pampanga .....	5,962.33	611.13	-----	93,841.48
Pangasinan .....	8,148.28	288.66	16.26	132,549.98
Rizal .....	5,297.22	369.44	-----	60,297.92
Romblon .....	-----	-----	-----	922.26
Samar .....	5,925.60	184.44	-----	84,487.20
Sorsogon .....	3,377.82	284.17	-----	55,016.29
Surigao .....	5,198.93	455.55	-----	66,845.24
Tarlac .....	3,818.88	198.33	-----	49,174.72
Tayabas .....	5,955.00	-----	-----	82,786.75
Union .....	5,128.66	200.00	294.91	58,628.31
Zambales .....	4,087.22	88.33	-----	37,157.47
Normal School .....	7,911.73	541.67	3,906.10	88,781.66
Trade School .....	8,344.99	-----	5,792.18	54,646.08
Commerce, School of .....	143.33	-----	643.20	35,802.64
Deaf and Blind, School for .....	-----	77.78	-----	2,504.16
General office .....	-----	-----	108,596.88	108,596.88
Library .....	-----	-----	12,665.70	12,665.70
Total .....	191,002.98	8,248.24	127,891.14	2,639,804.79

NOTE.—For expenses other than salaries and wages see next page.

No. XVI (b).—A table showing, by divisions and for the Islands, the distribution of disbursements made from the Insular appropriation for expenses other than salaries during the period from July 1, 1908, to June 30, 1909.

Division.	Traveling expenses.				
	General office and library.	Division superintendents.	Supervisor teachers.	Other teachers.	To and from Philippine Islands.
Manila.....					P2,928.82
Albay.....		P518.09	P1,510.68	P494.67	1,458.30
Camarines.....		547.80	1,791.82	272.71	1,682.70
Antique.....		672.78	608.60	141.26	1,277.70
Bataan.....		320.81	540.10	68.90	587.10
Batangas.....		253.57	1,209.69	287.81	1,964.40
Benguet.....		435.08	1,023.50	199.01	1,656.07
Bohol.....		196.46	2,159.10	504.15	1,245.18
Bulacan.....		661.74	1,533.62	155.13	2,380.84
Cagayan.....		628.15	965.40	251.40	654.04
Capiz.....		281.86	1,921.10	696.61	1,849.30
Cavite.....		166.46	1,097.23	153.42	1,459.02
Cebu.....		905.71	3,287.79	1,251.38	2,085.20
Ilocos Norte.....		488.90	1,856.24	107.27	1,210.84
Ilocos Sur.....		426.86	1,423.18	672.36	1,992.72
Iloilo.....		327.25	2,846.28	541.11	1,883.19
Isabela.....		782.80	568.99	125.40	782.60
Laguna.....		377.11	919.34	185.98	1,124.45
Lepanto-Bontoc.....					53.90
Leyte.....		828.80	2,707.52	1,010.13	2,372.90
Mindoro.....		893.10	791.05	1,247.94	151.36
Misamis.....		1,102.33	848.85	922.88	853.60
Occidental Negros.....		423.98	2,806.36	1,649.36	2,101.50
Oriental Negros.....		483.40	1,750.05	215.00	1,209.07
Nueva Ecija.....		449.62	1,182.72	550.71	1,302.46
Nueva Vizcaya.....		428.87	490.14	255.66	823.30
Palawan.....		467.05	219.60	13.75	1,105.80
Pampanga.....		505.30	2,179.02	93.54	1,921.22
Pangasinan.....		643.69	3,221.34	894.27	2,598.12
Rizal.....		579.99	892.08	73.19	1,385.25
Romblon.....		77.75	273.50	63.00	
Samar.....		365.75	882.32	168.04	3,455.16
Sorsogon.....		589.66	964.65	458.02	2,485.42
Surigao.....		430.06	1,490.56	573.27	1,562.72
Tarlac.....		453.56	1,286.56	185.89	2,226.94
Tayabas.....		728.55	1,193.32	874.05	2,665.90
Union.....		764.80	1,289.13	190.70	764.65
Zambales.....		143.07	824.85	166.27	1,713.74
Normal School.....		198.06		427.41	2,423.69
Trade School.....		25.25			1,279.68
Commerce, School of.....					563.06
Deaf and Blind, School for.....				37.50	57.74
General office.....	P1,858.93	260.74			1,130.95
Library.....	514.57				
Total.....	1,873.50	18,314.73	49,499.68	16,363.55	64,149.60

No. XVI (b).—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Per diem.				Transportation of school supplies.	Office expenses.
	General office and library.	Division superintendent.	Supervisor teachers.	Other teachers.		
Manila .....		P 321.50	P 212.59	P 45.95	P 473.16	P 359.84
Albay .....		419.00	426.75		560.56	301.50
Camarines .....		351.00	10.00	8.50	192.39	155.00
Antique .....		279.00	44.00		30.70	95.50
Bataan .....		241.00	49.50	50.00	231.84	210.00
Batangas .....		834.85	313.12	28.00	434.60	180.04
Benguet .....		200.50	119.32	203.53	223.01	263.20
Bohol .....		159.00	24.50	44.85	70.32	149.00
Bulacan .....		495.28	293.56	74.67	687.38	250.66
Cagayan .....		290.00	86.00	100.00	373.29	285.50
Capiz .....		255.48	39.75	69.50	235.07	129.50
Cavite .....		408.00	442.75	57.22	510.70	430.00
Cebu .....		219.00		4.00	256.93	199.12
Ilocos Norte .....		340.00	21.00	125.75	484.56	228.00
Ilocos Sur .....		258.00	116.50	51.00	251.28	342.92
Iloilo .....		313.90		8.00	150.91	227.00
Isabela .....		428.40	448.60	76.00	301.61	112.83
Laguna .....						
Lepanto-Bontoc .....						
Leyte .....		242.00	255.25	126.00	679.79	370.00
Mindoro .....		336.00	238.85	198.10	37.99	117.40
Misamis .....		391.00	77.25	83.92	354.99	370.20
Occidental Negros .....		1,123.60	401.10	138.70	580.17	572.42
Oriental Negros .....		206.00	200.55	5.00	444.78	264.80
Nueva Ecija .....		219.80	9.50	325.50	550.73	140.00
Nueva Vizcaya .....		638.00		107.00	487.08	103.12
Palawan .....		396.75	15.00	10.00	301.44	100.00
Pampanga .....		464.50	381.00		119.16	200.00
Pangasinan .....		298.10	142.25	187.21	627.77	667.16
Rizal .....		415.00	27.00		99.65	198.00
Romblon .....					6.52	
Samar .....		321.00	112.65	19.00	221.35	241.14
Sorsogon .....		392.00	120.90	26.50	133.77	387.24
Surigao .....		434.20	382.10	359.07	694.94	93.00
Tarlac .....		381.00	147.90	25.00	154.10	181.00
Tayabas .....		273.00	103.00		257.69	340.00
Union .....		347.00	268.06	29.48	291.88	279.66
Zambales .....		147.80	307.00	3.00	100.43	128.58
Normal School .....		12.00		49.44	19.54	250.00
Trade School .....		24.00				14.28
Commerce, School of .....						3.00
Deaf and Blind, School for .....		8.00				
General office .....	1,060.95	686.85			2,715.27	24,888.87
Library .....					23.27	42.20
Total .....	1,060.95	13,618.01	5,831.82	2,639.89	14,365.62	33,814.18

No. XVI (b).—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Repairs to equipment.	Repairs to buildings.	Rent.	Miscellaneous.	Total.	Grand total of XVI (a) and XVI (b).
Manila				P24.89	P2,948.71	P150,138.41
Albay	P25.00			5.70	5,420.43	66,768.99
Camarines	5.60			4.42	5,851.86	65,060.09
Antique	2.20				3,414.43	38,864.63
Bataan					1,985.61	26,375.92
Batangas	15.00				4,512.81	63,768.85
Benguet	40.00			128.55	5,272.77	49,755.46
Bohol	70.55				5,085.00	71,597.96
Bulacan	6.00			2.50	5,177.00	88,882.75
Cagayan	23.85				4,844.39	63,989.23
Capiz	81.50				5,965.16	107,045.88
Cavite	40.00				3,645.43	64,309.77
Cebu	38.65			180.00	9,545.40	109,163.31
Ilocos Norte	22.50				3,964.80	65,085.89
Ilocos Sur	40.50			12.50	5,765.43	101,674.82
Iloilo				43.88	6,161.41	111,673.96
Isabela					2,949.60	31,115.44
Laguna	40.00				4,008.82	70,104.62
Lepanto-Bontoc					53.90	1,838.89
Leyte	7.50				8,599.89	102,329.25
Mindoro				100.00	3,661.23	38,878.93
Misamis	49.65				5,064.17	49,882.89
Occidental Negros	89.00				9,895.19	97,575.94
Oriental Negros	4.00				4,781.65	60,763.51
Nueva Ecija	107.40			284.30	5,122.24	58,222.92
Nueva Vizcaya	8.60				8,831.67	26,584.13
Palawan	15.00				2,643.89	23,791.77
Pampanga	118.73			90.00	6,073.47	99,914.95
Pangasinan	2.80			16.26	9,238.97	141,788.90
Rizal	2.00				3,672.11	63,970.03
Romblon					420.77	1,348.03
Samar					5,786.41	90,273.61
Sorsogon	.50			5.53	5,464.18	60,480.47
Surigao	127.80				6,497.71	73,842.95
Tarlac	46.00				5,037.95	54,212.67
Tayabas				2.00	6,437.51	89,174.26
Union					4,175.88	62,808.69
Zambales	40.00				3,569.74	40,727.21
Normal School	2,802.71	P645.44	P10,800.00	3,373.84	20,497.12	109,278.78
Trade School	73.09	971.48		952.88	3,840.66	57,986.69
Commerce, School of	286.66	235.32	3,000.00	700.95	4,788.99	40,591.68
Deaf and Blind, School for	15.32		1,320.00	1,568.62	3,007.18	5,511.34
General office	671.78			2,618.38	35,342.67	138,939.55
Library	14.44				594.48	13,260.78
Total	4,379.33	1,852.24	15,120.00	10,115.15	252,998.25	2,942,803.04
Not charged to provinces						904,354.55
Grand total						3,847,157.59

No. XVI (c).—A table showing for what purpose the amount given in the preceding table, as not charged to provinces, was expended.

Supplies:	
General .....	P573,504.36
Industrial .....	112,389.70
Government students .....	94,536.66
Nurses' class .....	9,459.57
Night schools .....	7,023.00
Maintenance permanent building .....	442.50
Friar lands estates .....	23,919.39
Non-Christian schools .....	65,999.11
Christian schools .....	11,080.16
Baguio assembly .....	4,940.10
Honorarium .....	1,060.00
<b>Total .....</b>	<b>904,354.55</b>

No. XVII.—A table showing, by divisions, the total provincial expenditures for school purposes during the fiscal year 1908-9.

Division.	Construction and repairs.	Furniture and equipment.	Salaries and wages.	Rent.	Current expenses.	Miscellaneous.	Total.
Manila .....							
Albay .....	P218.10		P450.28	P30.00	P577.92		P1,271.30
Camarines .....		P35.50	271.05	817.98		P979.11	2,106.64
Antique .....	2,164.91	149.79	54.20	175.55			2,544.45
Bataan .....	29.00	140.79	124.28	48.30			342.37
Batangas .....	18.15		278.00			1,784.84	2,080.99
Bohol .....	951.06	187.74	268.00	64.00	44.11	8,362.20	4,872.11
Bulacan .....	12,232.20	1,101.02	331.34	160.36		681.66	14,456.56
Cagayan .....	9,878.41	4.70	156.00	350.00		367.18	10,256.29
Capiz .....	2,239.55	1,682.97	422.84	150.00	1,751.57		6,246.93
Cavite .....	22.49	306.00		789.20			1,066.69
Cebu .....	613.76		513.50	2,200.00	1,062.06		4,389.34
Ilocos Norte .....	16,676.59	78.39	132.13	800.00	418.19		18,105.30
Ilocos Sur .....	2,245.91		280.00			2,811.09	5,337.00
Iloilo .....	6,499.76					675.73	7,175.49
Isabela .....	632.27	4.50			471.88	40.00	1,148.15
Laguna .....	4,625.90		348.79	975.00	132.00	195.70	6,277.39
Leyte .....	56,540.63	48.80	394.33	1,650.00	681.00		59,314.76
Mindoro .....	310.60	224.50	568.83			508.55	1,637.48
Misamis .....		164.52	107.60	798.63	690.11		1,698.86
Mountain .....			196.49		25.35	46.79	268.63
Occidental Negros .....	7,258.17	225.22	988.10	945.33		1,965.72	11,382.54
Oriental Negros .....	73.41	202.98	231.09			127.68	635.11
Nueva Ecija .....	2,741.61	61.42	134.30	214.16			3,151.49
Nueva Vizcaya .....	7,776.31		74.98	150.00		1,384.79	9,386.08
Palawan .....	1,733.01	84.14	189.00			13.90	2,020.05
Pampanga .....	706.17	1,268.25	496.17	219.80		2,590.91	5,290.30
Pangasinan .....	11.50	238.66	646.54	2,579.00		1,988.73	5,464.43
Rizal .....	67.40	28.00	400.00	105.00		396.26	994.66
Samar .....	1,530.55		189.60	1,320.00			2,990.15
Sorsogon .....	289.76	55.68	85.00				430.43
Surigao .....	571.59	242.92	195.30	33.00	29.43	335.86	1,407.60
Tarlac .....	197.00	694.68	116.30			419.14	1,427.62
Tayabas .....	1,138.43	1,268.72		321.66		296.01	3,024.82
Union .....	2,318.50	76.40	152.50			1,424.00	3,971.40
Zambales .....	26,201.39			271.64		67.77	26,540.80
<b>Total .....</b>	<b>168,006.08</b>	<b>8,578.29</b>	<b>8,767.04</b>	<b>15,056.61</b>	<b>5,878.14</b>	<b>22,413.07</b>	<b>228,691.23</b>

No. XVIII.—A table showing by divisions the total municipal receipts and expenditures for school purposes during the fiscal year 1908-9.

Division.	Municipal receipts.					Total re- ceipts.
	Balances on hand July 1, 1908.	Internal revenue.	One fourth of 1 per cent land tax.	Appropriated from general fund.	Loaned from general fund.	
Manila	₱47,458.43	₱23,578.78	₱51,254.68	₱282,100.00		₱282,100.00
Albay	28,591.98	23,041.09	18,401.60	2,205.10		135,863.31
Camarines	4,891.05	12,771.22	6,019.17	1,773.82		72,842.51
Bataan	3,963.39	4,228.78	4,218.44	865.85		25,206.80
Batanga	29,306.14	26,710.10	23,812.55	11,828.04		14,280.58
Bohol	21,590.65	26,719.88	9,314.79	2,602.61		90,805.70
Bulacan	76,511.25	20,628.18	85,744.67	2,000.00		60,406.05
Cagayan	85,202.76	11,912.75	21,206.01	1,229.41		189,977.98
Capiz	20,579.73	27,250.80	12,143.65	3,330.61		70,588.82
Cavite	20,782.44	16,914.20	15,218.28	2,332.24		64,986.00
Cebu	51,889.17	66,432.86	16,101.77	5,338.00		147,478.80
Ilocos Norte	12,847.85	17,114.00	12,032.87	6,079.41		49,128.87
Ilocos Sur	10,461.18	20,157.95	26,504.96	5,387.10		61,682.31
Iloilo	20,246.98	40,156.45	27,994.01	8,546.04		104,896.73
Isabela	10,201.47	7,673.70	13,679.99	8,69.28		31,714.44
Laguna	71,298.88	14,872.22	34,888.18	11,284.91		129,275.29
Leyte	41,248.22	85,890.70	25,707.29	12.67		116,464.06
Mindoro	1,885.69	18,374.97	11,021.34	6,671.85		7,607.54
Misamis	14,615.84	468.08	403.71	551.00		40,896.69
Mountain	3,972.29	29,892.72	32,017.04	3,645.19		5,261.14
Occidental Negros	45,258.45	18,581.99	5,168.24			111,700.11
Oridental Negros	24,862.58	12,282.51	88,304.84	150.00		51,771.20
Nueva Edja	16,760.49	9,537.22	21,544.81	7,470.00		2,857.09
Nueva Vizcaya	4,246.53	2,200.00	50,453.21	4,074.42		70,374.98
Palawan	32,817.65	22,055.04	73,698.26	33,903.75		7,569.13
Pampanga	86,083.50	14,798.55	29,387.06	4,280.00		105,676.73
Pangasinan	24,840.43	26,627.98	18,320.88	3,485.81		279,296.82
Rizal	39,801.06	17,804.98	27,621.62	3,485.81		75,102.89
Samar	13,618.98	9,537.22	10,464.60	2,789.80		1,822.89
Sorsogon	8,197.60	13,391.78	21,544.81	1,899.56		2,017.04
Surigao	9,458.54	20,496.35	44,880.58	1,665.00		1,150.00
Tarlac	33,821.82	12,464.55	21,627.83	1,688.72		215.70
Tayabas	29,305.11	5,387.09	6,445.65			3,031.05
Union	5,624.20	657,779.05	754,517.59	421,407.98		8,412.51
Zambales						1,604.28
Total	902,216.01	657,779.05	754,517.59	421,407.98	19,800.28	2,847,309.60

No. XVIII.—A table showing by divisions the total municipal receipts and expenditures for school purposes—Continued.

Division.	Municipal expenditures.						Total ex- penditures.	Balance on hand June 30, 1909.
	Construction of school buildings.	Repairs of school build- ings.	Rental of school build- ings.	Salaries of teachers.	Purchase, construction, or repair of school fur- niture.	Transporta- tion of school supplies.	Miscella- neous.	
<b>Manila</b>								
Albay	6,128.87	8,266.38	37,078.00	198,758.49	2,325.10	1,509.55	27,824.73	6,387.75
Camarines	2,507.51		6,165.58	48,168.47	3,239.32	331.98	72,722.25	72,141.07
Antique	525.62	2,277.92	1,946.20	30,528.99	3,088.06	118.96	1,890.34	30,281.56
Bataan	358.34	358.34	404.72	10,738.07	163.33	118.96	1,46.65	12,851.12
Batangas	367.68	367.68	1,299.14	8,667.99	542.08			3,353.74
Bohol	1,723.17	4,969.57	3,347.89	49,848.47	1,264.58			31,485.19
Bulacan		88,981.75	1,851.51	26,235.78	3,187.67			37,999.92
Cagayan		698.79	6,438.96	39,176.78	1,060.76		1,428.32	52,913.42
Capiz		1,233.08	1,165.48	29,229.69	230.80	12.50	101.63	39,082.83
Cavite		4,274.58	1,450.70	32,029.55	692.19			38,161.80
Cebu	1,684.54		4,082.66	67,800.18	56.00			34,213.84
Iloocos Norte	5,553.17	4,114.81	4,082.66	67,800.18	3,421.23	433.16	1,028.13	61,092.46
Ilocos Sur	6,236.87	4,682.31	357.19	23,240.24	1,165.25	24.00	1,546.67	36,252.08
Iloilo	1,115.67	4,561.84	456.62	28,945.62	2,874.00	145.63	507.60	38,606.98
Isabela	60.75	1,595.10	1,860.66	56,779.12	2,359.00	274.04		64,809.99
Laguna	3,293.64	3,293.64	932.96	13,186.91	1,080.57		2,361.32	40,088.74
Leyte	108.97	157.87	3,167.16	33,225.73	277.92	176.78	694.48	18,437.08
Mindoro	5,790.65	2,007.41	47,777.97	33,225.73	5,364.42	568.08	66,190.41	91,466.83
Misamis		923.03	15,828.54	5,589.23	17.06		19.34	50,273.67
Mountain	195.87	1,123.28	387.19	15,828.54	588.31	63.25	508.77	1,108.99
Occidental Negros	60.00	160.60	173.29	2,051.92	58.52	.80		21,906.49
Oriental Negros	8,020.12	8,020.12	2,667.53	41,196.82	3,567.57			2,766.01
Nueva Ecija	645.90	1,315.16	1,411.88	23,849.89	2,072.51	220.51	2,270.81	56,265.04
Nueva Vizcaya	1,381.78	811.68	291.60	26,908.61	1,168.47	177.93	3,661.75	36,576.11
Palawan	810.92		130.89	5,586.82	38.59	56.06	742.97	6,088.89
Pampanga		586.68	30.00	2,200.00			2,200.00	4,846.58
Pangasinan	2,509.31	4,991.17	2,409.99	43,679.45	2,101.47	197.77	2,801.75	65,270.80
Rizal	36,476.49	8,436.40	4,875.90	87,496.88	5,912.09	896.15	3,029.84	189,011.71
Samar	4,879.77		806.81	36,309.18	852.89			50,474.38
Sorsogon	344.94	3,128.33	342.50	30,223.23	757.58	7.50	2,685.91	58,710.26
Surigao		6,200.45	566.84	13,637.68	2,083.26			28,999.58
Tarlac		5,272.09	2,120.42	25,198.56	904.28		44.62	33,454.70
Tayabas	1,044.40	1,969.77	1,320.05	47,546.48	600.63			33,496.35
Union	9,872.51	765.79	1,320.05	15,941.71	1,278.52	186.80	17,613.26	33,872.52
Zambales	2,308.51	478.71	286.87	7,096.48	1,108.95	31.80	1,228.86	34,466.79
<b>Total</b>	91,465.69	124,164.39	90,791.03	1,228,609.95	53,386.90	6,257.44	77,872.60	1,176,161.10

No. XIX.—*A table consolidating the Insular, provincial, and municipal expenditures for school purposes during the fiscal year 1908-9.*

Division.	Insular.	Provincial.	Municipal.	Total.
Manila	₱150,138.41		₱275,762.25	₱425,900.66
Albay	66,758.99	₱1,271.80	68,722.24	131,752.53
Camarines	66,060.09	2,103.64	42,560.96	109,714.68
Antique	38,354.53	2,544.45	12,354.68	53,253.66
Bataan	26,375.92	342.87	10,876.84	37,595.13
Batangas	68,768.85	2,080.99	56,370.51	130,220.35
Bohol	71,567.96	4,872.11	32,498.13	108,968.20
Bulacan	83,882.75	14,456.58	87,064.56	185,403.89
Cagayan	63,989.23	10,256.29	31,501.49	105,747.01
Capiz	108,888.91	6,246.93	38,161.80	152,797.64
Cavite	64,309.77	1,066.69	34,213.84	99,590.30
Cebu	109,163.31	4,389.34	86,381.34	199,933.99
Ilocos Norte	65,086.39	18,105.30	36,252.03	119,442.72
Ilocos Sur	101,674.82	5,337.00	38,606.98	145,618.80
Iloilo	111,673.95	7,175.49	64,809.99	183,659.43
Isabela	31,115.44	1,148.15	18,437.08	50,700.67
Laguna	70,104.62	6,277.39	37,808.91	114,190.92
Leyte	102,329.25	59,314.76	66,190.41	227,834.42
Mindoro	33,878.93	1,637.48	6,498.65	42,015.06
Misamis	49,882.39	1,688.86	18,490.21	70,061.46
Mountain	51,094.35	268.63	2,506.18	53,868.11
Occidental Negros	97,675.94	1,352.54	55,435.04	164,398.52
Oriental Negros	60,753.51	635.11	31,285.66	92,674.28
Nueva Ecija	58,222.92	3,151.49	33,799.82	95,174.23
Nueva Vizcaya	26,584.13	9,386.08	6,965.74	42,935.95
Palawan	23,791.77	2,020.05	2,200.00	28,011.82
Pampanga	99,914.95	5,280.30	51,406.43	156,601.68
Pangasinan	141,788.90	5,464.43	140,284.61	287,537.94
Rizal	63,970.03	994.66	50,474.38	115,439.07
Samar	90,273.61	2,990.15	33,185.82	126,449.58
Sorsogon	60,480.47	430.43	34,854.70	95,765.60
Surigao	73,342.95	1,407.60	22,428.22	97,178.77
Tarlac	54,212.67	1,427.62	33,495.35	89,135.64
Tayabas	89,174.26	3,024.82	70,276.34	162,475.42
Union	62,808.69	3,971.40	30,508.19	97,284.28
Zambales	40,727.21	26,540.80	11,479.18	78,747.19
Normal School	109,278.78			109,278.78
Trade School	57,986.69			57,986.69
Commerce, School of	40,591.63			40,591.63
Deaf and Blind, School for	5,511.34			5,511.34
General office	138,939.55			138,939.55
Miscellaneous	904,354.55			904,354.55
Library	13,260.18			13,260.18
Total	3,847,157.59	228,691.23	1,672,148.50	5,747,997.32

Average annual expenditure for each pupil enrolled, ₱10.05; annual expenditure per capita of total population ₱0.82.



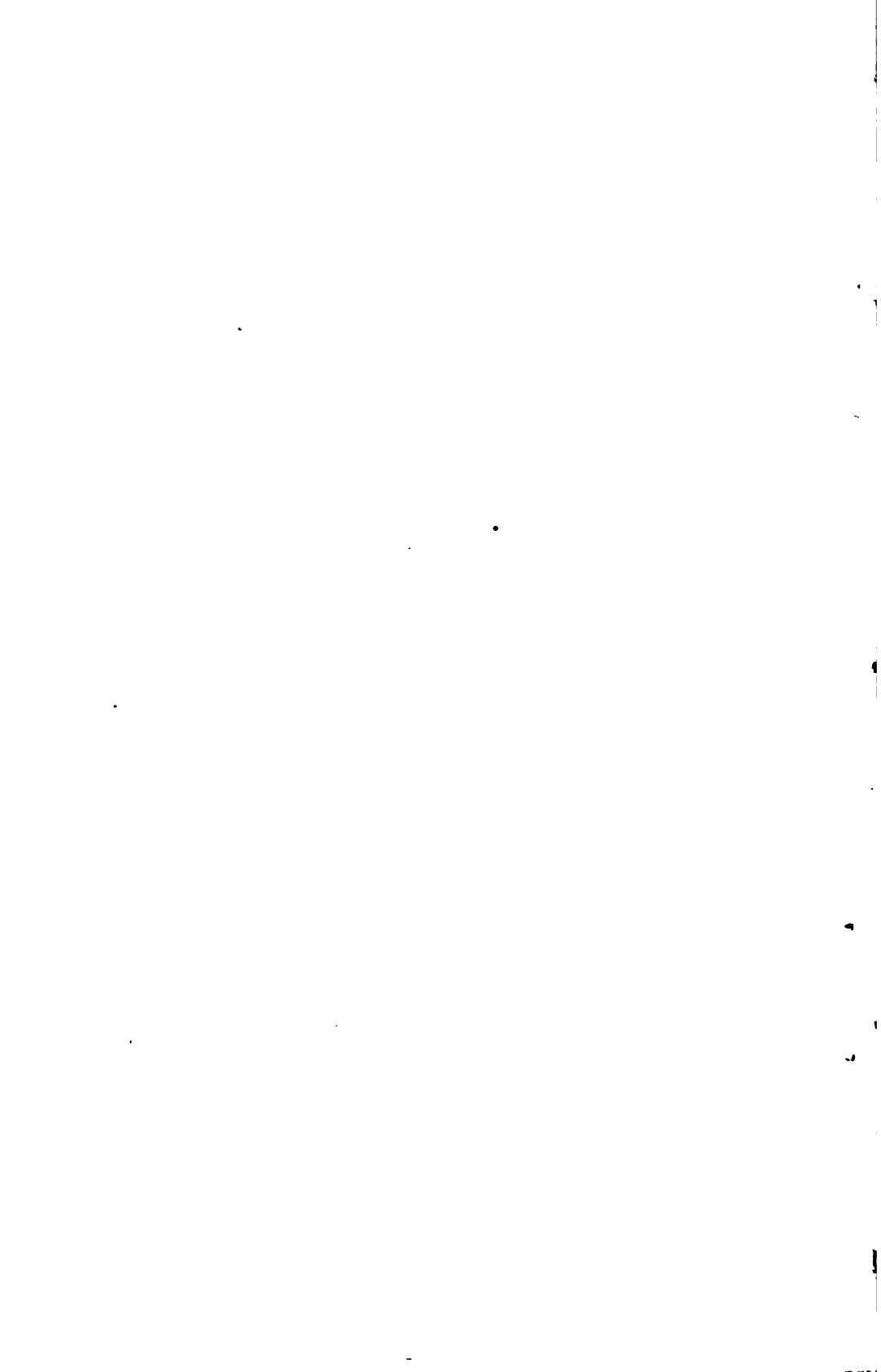
No. XX.—A table showing by divisions and for the Islands, the attainments, ability to teach, and executive ability of Filipino teachers.

Division.	Attainments by grades.										
	II.	III.	IV.	V.	VI.	VII.	First.	Second.	Third.	Fourth.	Total
Manila			54	69	55	43	74	23			318
Albay				11	62	73	24	13	7		190
Camarines				11	65	66	25	5	2	1	175
Antique				42	46	11	11	2			112
Bataan				2	15	19	9			2	47
Batangas				1	41	78	86	6	4		216
Bohol		5	35	108	112	80	23	5	1		369
Bulacan					49	86	31	7	1	5	179
Cagayan			4	58	53	51	25	1			192
Capiz			31	70	58	40	28				222
Cavite		1	1	23	43	74	88	5		4	189
Cebu		17	147	208	126	81	18		1	2	600
Ilocos Norte		2		60	102	24	9	3	4		204
Ilocos Sur		6	27	89	56	39	12	6	11	3	249
Iloilo			18	48	107	110	62	7	3	8	363
Isabela				5	26	3	5				39
Laguna		4	1	16	66	68	38		1		194
Leyte			2	104	98	64	22	7	6		308
Mindoro			3	30	12	9	13			2	69
Misamis			4	34	37	16	11	3			105
Mountain	17	12	22	20	10	6	2				89
Occidental Negros			2	97	99	68	29			4	299
Oriental Negros		12	74	75	52	21	7	4	2		247
Nueva Ecija				87	72	77	20	2			208
Nueva Vizcaya		3		12	19	13	4				51
Palawan		1	1	7		8	1	17	1		36
Pampanga					83	111	37	1			232
Pangasinan			1	191	192	161	163	20	6	8	742
Rizal					29	58	99	4		9	194
Romblon				13	11	11	2	1	1		39
Samar			6	111	66	50	28	2	1		264
Sorsogon			3	37	50	30	23				143
Surigao		17	30	59	33	23	14				176
Tarlac				1	115	58	19	2	1		196
Tayabas			3	20	64	56	62	4			209
Union			15	48	68	51	7	2			191
Zambales		1	1	15	19	24	19				79
Normal School	4						1	2	5	1	13
Trade School		2	3		5						10
Commerce, School of					1			1			2
Total	21	83	488	1,732	2,225	1,849	1,112	139	57	49	7,755

No. XX.—A table showing, by divisions and for the Islands, the attainments ability to teach, and executive ability of Filipino teachers—Continued.

Division.	Ability to teach by grades.							First Sec.	Total.	Executive ability.			
	I.	II.	III.	IV.	V.	VI.	VII.			A.	B.	C.	Total.
Manila.....	144	60	60	32	14	8	---	---	318	291	25	2	318
Albay.....	4	40	81	41	10	8	6	---	190	147	27	16	190
Camarines.....	---	2	76	63	32	2	---	---	175	101	72	2	175
Antique.....	33	41	19	8	11	---	---	---	112	97	12	3	112
Bataan.....	6	14	13	9	3	---	2	---	47	32	14	1	47
Batangas.....	1	89	67	35	23	1	---	---	216	198	20	3	216
Bohol.....	98	133	89	39	8	1	1	---	369	314	52	3	369
Bulacan.....	---	39	79	39	15	---	---	---	179	137	38	9	179
Cagayan.....	9	52	49	55	20	7	---	---	192	105	73	14	192
Capiz.....	7	71	78	49	14	3	---	---	222	154	62	6	222
Cavite.....	29	55	42	36	8	8	11	---	189	158	30	1	189
Cebu.....	159	187	124	35	35	8	2	---	600	527	63	10	600
Ilocos Norte.....	3	160	19	16	6	---	---	---	204	196	6	---	204
Ilocos Sur.....	44	83	72	24	14	8	4	---	249	213	34	2	249
Iloilo.....	14	106	86	96	29	28	14	---	363	285	68	10	363
Isabela.....	---	3	27	5	4	---	---	---	39	8	31	---	39
Laguna.....	17	47	53	51	17	8	1	---	194	149	42	3	194
Leyte.....	---	147	101	52	3	---	---	---	308	277	26	---	308
Mindoro.....	1	32	18	16	---	---	2	---	69	61	5	3	69
Misamis.....	5	14	35	39	9	3	---	---	105	64	37	4	105
Mountain.....	40	26	15	8	---	---	---	---	89	67	21	1	89
Occidental Negros.....	2	97	99	68	29	---	4	---	299	224	78	2	299
Oriental Negros.....	42	82	74	30	13	3	3	---	247	128	118	1	247
Nueva Ecija.....	18	88	64	24	9	4	1	---	208	188	6	14	208
Nueva Vizcaya.....	12	14	7	9	6	3	---	---	51	41	8	2	51
Palawan.....	5	17	11	1	2	---	---	---	36	21	14	1	36
Pampanga.....	---	127	52	47	6	---	---	---	232	211	21	---	232
Pangasinan.....	---	150	203	223	134	31	1	---	742	499	191	52	742
Rizal.....	80	40	33	26	8	---	2	---	194	143	44	7	194
Romblon.....	2	17	15	5	---	---	---	---	39	13	26	---	39
Samar.....	---	13	122	84	36	6	3	---	264	215	41	8	264
Sorsogon.....	18	53	44	26	2	---	---	---	143	107	34	2	143
Surigao.....	43	56	34	27	9	6	1	---	176	138	35	3	176
Tarlac.....	96	63	22	12	2	1	---	---	196	170	24	2	196
Tayabas.....	34	96	51	23	3	2	---	---	209	177	32	---	209
Union.....	66	72	29	18	5	1	---	---	191	172	19	---	191
Zambales.....	---	34	17	16	5	2	5	---	79	54	24	1	79
Normal School.....	4	---	---	1	4	3	---	1	13	13	---	---	13
Trade School.....	---	---	1	5	3	1	---	---	10	3	3	4	10
Commerce, School of.....	---	---	---	---	---	2	---	---	2	---	2	---	2
Total.....	1,086	2,420	2,086	1,433	551	165	63	1	7,755	5,095	1,468	192	7,755

NOTE.—Executive ability: Class "A" represents the ability of a teacher to organize and supervise a class; "B" a town; "C" a district.



## MEMORANDUM ON PUBLIC INSTRUCTION IN NETHERLANDS-INDIA.

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The administration of Netherlands-India has recently undergone far-reaching changes that are as yet very little appreciated by outside observers. What was originally a selfish régime, devoted to the exploitation of the natives, is being transformed into one of the most just, prudent, and liberal of colonial governments. So far at least as Java is concerned, this change has not come because of native unrest. It has not been extorted from the rulers by the turbulence and disquiet of the ruled. It seems to be due to the sense of justice and fair play of the Dutch themselves; they are anticipating native aspirations, not grudgingly yielding to the demands of discontent or rebellion.

In colonies where the native population possesses capacity and aspirations, the subject of public instruction overshadows the other problems of empire. The degree of importance given to it really determines the character of the administration. The Netherlands Government for many decades has been represented as opposed to native education in the colonies. Even recent writers represent that the Dutch forbid the teaching of their own language to natives, seeking to curb their aspirations and repress their intellectual enlightenment. Whatever may have been the character of its rule in the past, Holland has now adopted an educational policy which places it in the ranks of liberal colonial powers. Their Indian possessions have a system of schools far more extensive than is generally supposed, and this system is being developed very fast. After having abandoned the teaching of Dutch in native schools twenty-five years ago, they have now returned to the policy of making Dutch the basis of native education. The Dutch language has been introduced as the main subject of instruction not only in all the higher schools, but into first-class lower schools as well and over a thousand trained Dutch teachers have been brought from Holland. The special school training to fit natives for the administration of public affairs is admirable. Within the last two years there has been commenced the establishment of a complete system of primary schools that will furnish elementary education to every native village. In fact, in these and in other ways, the educational aims of the Dutch in Netherlands-India are hardly to be distinguished from our own here in the Philippines, except perhaps for the more careful and deliberate manner in which their work proceeds.

Literature on the history and the government of Dutch colonies in official reports, works of research, and periodic literature devoted to Indian administration, is extensive but it is almost entirely in the Dutch language. In other languages there are only two modern works of value devoted to the administration of the Dutch Indies, or any part of them; Professor Day's scholarly economic study, "The Dutch in Java," and M. Chailey-Bert's "Java et ses habitants." Only three pages of Professor Day's work discuss education, and in spite of the comparatively recent date of the book (1903), his statements no longer represent the scope and the aim of the Dutch educational policy. M. Chailey-Bert devoted a large section, nearly one hundred pages, to the subject of native education, and in the most recent edition (1907) gives data upon public instruction for 1905, but the school system has developed so fast in the last few years that his treatment is already obsolete. My own examination of their educational work, while unfortunately brief, was generously aided by the Dutch Government. Dr. M. S. Koster, the director of the department of education, worship, and industries (Department van Onderwijs, Eeredienst en Nijverheid), not only furnished me with reports, copies of regulations, plans of study, and school texts, but sent to meet me at Bandoeng, an important educational center of the Preanger Regencies, Mr. N. J. Verweij, who holds the position of "Referendaris" in the department and who is an expert upon all matters touching Indian education. I spent three days in the company of this gentleman, visiting different kinds of schools and discussing the educational system. Very fortunately for me, the department had just prepared a minute or report covering the entire field of Netherlands-India, and a manuscript copy, furnished me by Doctor Koster, was carefully reviewed by Mr. Verweij with a great deal of illuminating discussion which no simple report could supply. Thus my investigation, while limited in time, was made under very favorable conditions and is based on first-hand information. I should further add that I had the great pleasure of an audience with His Excellency the Governor-General, and of hearing him state in substance the basis and motive of the new educational policy.

Until near the middle of the last century the education of the native received scant attention. But in 1848 the Dutch States-General obtained control of the government of the colonies, previously administered by the Crown, and in that year an appropriation of 25,000 florins was made by the King for native education. This act is significant rather for its intent than for any considerable practical results which followed. In 1854 the States-General passed the famous law for the government of the Indies, still the constitution of their colonial administration, the "Regeerings Reglement." This act provided that the governor-general shall undertake the creation of schools for the native population, but its

provisions were vague, and in the absence of a sympathetic official element and of a native demand for instruction, were practically inoperative for many years. But at last interest awoke; the department of education, worship, and industries was created in 1868, and about 1872 the organization of schools for the native peoples was taken up with great enthusiasm. All sorts of schools were established—schools for sons of chiefs, private schools, normal schools, professional schools—"Ce fut une rage," says Chailey-Bert. Between 1873 and 1882, 249 new schools were opened in the Indies, making a total of 512, with a budget of 1,250,000 florins.

It is interesting to observe that this general movement was contemporaneous with a similar development of public instruction in the Philippine Islands under the Spanish Government. The public school system of the Philippines was decreed in 1863, and beginning a few years later, schools were established in nearly every pueblo of the Islands. The results of these two movements, however, have been very dissimilar. In the Philippines the native population was considerably in advance of the natives of Java or of most parts of the Dutch Indies in intellectual training and ambition. There was an important well-to-do class who possessed property and commercial interests; and the mestizo element—both Spanish and Chinese—was identified (as it is not in the Dutch Indies) with the natives. Thus, in the Philippines the Spanish system of public instruction accomplished really great results. In the process of a few decades it produced a class having some education in the Spanish language in practically every town of the Archipelago. It prepared the way for the revolutionay movement which has placed the Filipinos far in the lead of other Malayan peoples. In the Dutch Indies, however, no such popular support existed. Misgivings seem to have seized the Dutch administration, criticism of so liberal a plan of native education multiplied, economy was felt to be necessary, and in 1884 came a reaction. The development was arrested, no new schools were founded and a considerable proportion of public schools already established were turned over to private or missionay societies. Of the nine normal schools which had been created, five were suppressed, the teaching of Dutch to the natives was discontinued, and in 1896 the Netherlands-India had over one hundred fewer schools than it had fourteen years earlier.

Dutch critics of the educational movement of 1872-1884 say that the plan of studies which had been pursued was too Occidental in character and did not sufficiently take into account the native needs and the native mind; that it was unpractical and too closely modeled on the educational ideals of Holland. All this may be true, and yet the reaction, which lasted for nearly a decade, seriously retarded the native development which Dutch statesmen have now come to feel is essential to the further development of the Indies and the permanence of their own power. A similar, but more intense, reaction occurred in the Philippines in 1888, when the

Spanish Government, becoming alarmed at the progress of liberal ideas, attempted to suppress the rapidly increasing enlightenment of the population. In the Philippines, however, the popular movement had then become too strong and when suppression was attempted, revolution followed.

In Netherlands-India a reorganization of the educational work was finally seen to be necessary, and in 1892 and 1893 there was sanctioned and put into effect a scheme of native instruction which had been proposed some years earlier by the director of education, Mr. W. P. Groeneveldt. This, with certain important additions of recent date, is the existing system of native education. Under it two kinds of public instruction are maintained—one patterned upon the European system (*Europeesch Onderwijs*), the other native education (*Onderwijs voor Inlanders*). However, as the "European schools" are open on terms of equality to children of partly European blood and to children of pure native parentage also, they are an important element in the public instruction of the natives.

The Dutch have taken commendable pains for the proper instruction of their own children in the colonies. The system is patterned on that of Holland itself, and is quite similar to that of Germany or Switzerland. Instruction is divided into lower (*Lager Onderwijs*), secondary (*Middelbaar Onderwijs*), and higher or university (*Hooger Onderwijs*). In Holland the lower schools (*lagere scholen*) give instruction in the Dutch language and the fundamental branches. This instruction occupies six years, or two less than the work of similar schools in the United States. Quite as much, however, appears to be accomplished for the child as in the more protracted American course. At the end of this elementary instruction, the pupil may enter the "gymnasium" and pursue a classical course of studies for six years, which would correspond to our college course, or he may enter what is called the "higher burgher school" (*Hoher Burgher School*), which gives a five years' course. This school corresponds to the German "Real Schule." It offers no instruction in Latin or Greek but thorough, practical instruction in modern languages—Dutch, French, German, and English. The mathematical work leads into elements of engineering. There is good instruction in scientific branches, in history, and in political economy. Following graduation from the gymnasium or the higher burgher school, the student enters the university or a higher technical school for his professional training.

In Netherlands-India there is no higher or university education, properly speaking, but secondary education (*Middelbaar Onderwijs*) is provided for. At Batavia is a large and admirable school, founded in 1860, known as the "Gymnasium Willem III." Although founded as a gymnasium and so named, the instruction corresponds to that of the higher burgher school. Its course embraces five years and includes higher arithmetic; geometry; mechanics; chemistry; botany; zoölogy; cosmography;

public law and institutions; political economy; bookkeeping and accounts; history; geography; Dutch language and literature; French; German; English; writing; and drawing. The work in modern languages is especially emphasized and extends for each language over the entire course of five years. So considerable a number of subjects being pursued, the number of weekly recitations is relatively great, being thirty-six in the first two years and forty-two in the last three. To an American the course would seem to be over-heavy and possible of improvement by lengthening it to six years. The corps of instructors, who number over forty, are very competent and well-trained men, several being university doctors. They are also very well paid.

The Gymnasium Willem III also conducts a special kind of instruction (Afdeeling B) in which qualified students are prepared for the civil-service examination. The studies have to do with the languages, geography, and anthropology of Netherlands-India. The work in the history of Netherlands-India includes the methods and results of missionary propaganda and the work in anthropology lays great stress upon the religions of the native people and on Mohammedanism. There is also a second course in the history of Islam. The geography of Netherlands-India includes courses in the administrative system, resources, productions, and economic conditions. The work in native languages includes Malay and Javanese. Two years instruction is given in the general principles of modern law and in the penal law and penal procedure of Netherlands-India.

These subjects of study cover in a general way the program of the higher functionary's examination (het groot-ambtenaars-examen) necessary for appointment to the higher posts of the colonial service. The care which the Dutch Government takes to secure a civil service specially familiarized by study and training with the character of the country and peoples to be administered, is in sharp contrast with that of our own service, which requires no special preparation. The advantage of such studies is, however, beyond question. They are required by every power which has made its colonial government a subject of serious consideration.

At Batavia there is also the Queen Wilhelmina School for Girls (Koningin Wilhelmina School), which has a three years' course and also courses in technical education. At Surabaya there is another higher burgher school, with technical courses.

Lower European schools are found not only on Java but in all parts of the Indies. In 1908 there were 190 public lower schools with 732 European teachers, and 21,714 pupils, of whom 9,120 were boys of European birth and 7,371 girls of European birth; 3,693 were natives, 3,190 being male; and 1,530 were Asiatic foreigners, largely Chinese, 1,301 being male. There were also 40 private European lower schools aided by the government, with over 5,000 pupils, mostly girls. The very considerable proportion of native children attending these schools is to



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be noted. In 1903 entrance was made easier for natives and the tuition for them was lowered. These steps were taken by the then Director of Education, Mr. Abondanon, now one of the foremost authorities on colonial matters in Holland. The increase of native attendance following these steps was rapid and reached a point in 1905 where native attendance was even higher than it is to-day. This was one of the considerations which have led the Dutch within the last two or three years to introduce the Dutch language into native lower schools, and thereby to divert from the European schools the unduly large proportion of native pupils desiring Dutch education.

The Dutch Government is generous in its policy of organizing new public schools for the European population. The presence of twenty pupils in a locality on Java and of only fifteen in the "Outer Possessions" is sufficient for the establishment of a school with one teacher; for sixty pupils two teachers are furnished; and for ninety, three. A moderate tuition is charged, which is carefully graded in accordance with the income of the child's parents and in no case exceeds 10 florins a month; in certain cases the instruction is gratuitous.

Religious teaching in all the public schools is forbidden. There are separate schools for both boys and girls, but the present tendency is toward coeducation. The subjects of study embrace reading, writing, arithmetic, Dutch grammar, history of Netherlands and Netherlands-India, geography, nature study, singing, drawing, gymnastics, and sewing for girls. There are also additional subjects which may be taken, which include the elements of French, English, and High Dutch, general history, further work in mathematics, elementary land surveying, etc. The course, as in nearly all Dutch schools, seems very full and perhaps too ambitious, but it is exceedingly practical.

Compared to the number of European or mixed European people for whom these schools were created, the system must be regarded as exceedingly liberal. This population was reckoned a few years ago at 80,000, and its children were in public or private primary schools to the number of over 20,000, or more than 25 per cent, a higher percentage of school attendance than is found in any other country of the world. Wherever a community of Dutch people grows up, the government sees to it that their children receive the elements of a substantial European education. Their solicitude in this matter is in striking contrast to the policy of most other colonizing peoples. The children of English families in the Indies seem invariably to be sent home for their education, usually at a tender age. In certain important British colonies of the Far East there is not a single school providing an education for foreign children. The Dutch do not believe in the separation of the child from his home; they usually bring their families with them to the Indies and they have developed a system of education which guarantees to these children an education certainly not inferior, and probably in some respects superior, to that afforded children in most parts of Europe.

In 1908 the Dutch Government made an important addition to its school system in what they call the Holland Chinese Schools (Hollandsch Chinesche Scholen), to give an education in the Dutch language to the children of the extensive Chinese population. The Chinese in Netherlands-India are now estimated to number about 700,000, and they play a part in commercial and industrial life very similar to that of their countrymen in the Philippines. Their history and their status in some respects closely parallels that of the Chinese here, but there is this important difference: Chinese born in Netherlands-India, including the children of mixed Chinese and native parentage, continue by Dutch law to be Chinese and are not assimilated to the population of the country. As Chinese for many years have been marrying native wives, it has resulted that the population legally termed Chinese is in very considerable degree Malayan. In a private school I visited, there was a class room filled with boys, all of whom were termed "Chinese" but only two wore cues and in most of them the Malayan element appeared to predominate over the Chinese. These Chinese born in Netherlands-India do not speak any Chinese language. Their native tongue is Malay. They are subjects of the Dutch Government and for generations have been expatriated from China. At all times important to the business of the country, many of these Chinese have amassed great wealth and risen to positions of social influence. They own steamships, commercial houses, and a considerable proportion of the privately owned lands of Java. There is one wealthy Chinese of Samarang whose wealth I was informed is calculated at \$20,000,000, gold. In spite of their thorough identification with the country and Malayan blood, Chinese are subjected to certain disabilities. Except where special permission is given them, they are obliged to reside in Chinese quarters and are not free to travel or to accept employment as freely as the native or European may do. Perhaps in part as a result of this illiberal attitude of the Dutch Government toward them, there seems to be a disposition on the part of the Chinese to turn toward the British possessions, and particularly Singapore, which is virtually a Chinese city.

Very lately the Dutch Government appears to have realized that its past attitude toward the Chinese was not working out a satisfactory solution of their status. There is a recent disposition to recognize an obligation for their education and to hold their affection and allegiance. Chinese everywhere realize the practical value of education and are the best supporters of public schools in British India and elsewhere. Within the last four years they have entered the European schools in considerable numbers so far as the opportunities have permitted. In 1905 there were only 470 boys and 55 girls of Chinese and other Asiatic origin in the European lower schools, but at the end of 1908 this number had nearly tripled.

The first Holland Chinese schools organized in 1908 are located at Batavia, Samarang, Surabaya, and Macassar. In the present year seven

more have been opened, at Menado (Celebes), Bandjermassin (Borneo), Singaraja (Bali), Padang (Sumatra), and at Malang, Surakarta, and Bandoeng on Java. These schools have the same organization and offer the same course as European lower schools. Educationally they promise to be very successful, and their political influence may be no less marked, especially if it leads to the modification of Dutch law liberalizing the status of Chinese subjects and allowing them to acquire citizenship.

Comparing the present status of the Chinese in Netherlands-India with that of Chinese residents in the Philippines, one can hardly fail to be impressed with the great advantage of the policy which identifies the descendants of an immigrant with the people of the country. As the matter stands here, practically anyone born in the Philippines is regarded and accepted as a Filipino if he chooses to identify himself with the Filipino people. The son of a Chinese in the Philippines apparently encounters no prejudice whatever and in several recent instances has obtained high political preferment as the choice of Filipino electors.

Bearing then in mind that the European schools are open to children of native parentage we may pass to that system of instruction organized solely for the native inhabitants (*Onderwijs voor Inlanders*). The history of this system and its reorganization in 1892-1893 has been briefly outlined. It consists first of lower schools (*lagere scholen*), of two kinds, first-class and second-class. The second-class school course has four years and gives instruction in the common branches, but only in the native dialect and Malay. The first-class lower school now offers a six years' course and beside instruction in the native dialect and Malay gives three years' instruction in Dutch. The introduction of the Dutch language into these schools is very recent, but there are already sixty-two first-class lower schools with Dutch instructors and five new ones for the Island of Java will be organized each year, in addition to the similar schools in the outer possessions. The other subjects of study of the first-class lower school are arithmetic, drawing, geography of Netherlands-India, singing, elements of natural sciences, land measuring, and local history.<sup>1</sup>

The introduction of Dutch into these schools is a final return to the policy abandoned twenty years ago. The return to this language as the basis of instruction seems to have been brought about by several considerations. First, experience has shown that the native languages do not offer the necessary basis for higher training, especially in administrative, technical, and professional lines. The possession of a modern language is recognized as an essential for the development of the native. In the second place, Netherlands-India presents the same multiplicity of languages with which we are familiar in the Philippines. On the

<sup>1</sup> The course differs a little in the "Outer Possession" (*Buitenbezittingen*)—i. e. Sumatra, Amboina, Celebes, etc.—and is detailed in "*Voorschriften betreffende het Inlandsch Onderwijs*," 1908, p. 385 following.

Island of Java the population is divided into three native peoples, each speaking a distinct native language, Sundanese, Javanese, and Madurese. On most of Sumatra, Malay is the language of the people. Elsewhere, the Lesser Sundas, the Moluccas, and Amboina have their special languages, while Celebes has numerous languages. Through all of this territory, as well as in Borneo and the Sulu Archipelago, Malay, though not of the literary type, furnishes a *lingua franca*. But even this useful and widely spread language does not offer a satisfactory linguistic bond for the development of the peoples of the Indies. In the third place, I believe that Dutch statesmen have come to the deliberate conclusion that the diffusion of the Dutch language among the peoples of their great empire may be a political force of the highest value. Thus Holland has deliberately forsaken its previous policy of discouraging the native education in Dutch and upon this important matter of native education and the dissemination of its own language must now be associated with America in the Philippines and France in Indo-China.

Other notable steps of the Dutch Government for native education remain to be described and one is of especial significance to us because it resembles the emphasis which the American school system in the Philippines has placed upon the education of the peasant or rural population. Three years ago the present governor-general, Lieutenant-General Van Heutsz, outlined a plan for a new type of school, known as the "dessa" school. It corresponds almost exactly to the barrio school of the Philippines. The course in these schools is to be brief, three or four years, and in the local dialect, while the course in the American schools is given in English. These schools are to be established in sufficient numbers to supply an elementary education to the entire native population of Netherlands-India. Governor-General Van Heutsz himself assured me that 10,000 dessa schools will be established on the Island of Java alone. The thirty-odd millions of people who inhabit this island live in about 30,000 villages, known as "dessas" or "kampongs." They are so grouped that a third of this number of schools will place primary facilities within the reach of the entire population. These schools are at present under the department of the interior, but will shortly be transferred to the department of education. At the end of 1908, 367 "dessa" schools had been organized and during the present year, 1909, 410 additional schools have been approved. The number will be increased with the utmost practical rapidity, not only in Java but in the outer possessions as well.

For many decades the Dutch have followed the policy of educating a limited number of natives and employing them in the administration. Now they have deliberately reached the decision to give instruction to the entire population, however humble. The often expressed arguments against such a democratic plan as this—that the native will be trained away from industry, that he will be spoiled for honest toil, that he will



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In colonies where the native population possesses capacity and aspirations, the subject of public instruction overshadows the other problems of empire. The degree of importance given to it really determines the character of the administration. The Netherlands Government for many decades has been represented as opposed to native education in the colonies. Even recent writers represent that the Dutch forbid the teaching of their own language to natives, seeking to curb their aspirations and repress their intellectual enlightenment. Whatever may have been the character of its rule in the past, Holland has now adopted an educational policy which places it in the ranks of liberal colonial powers. Their Indian possessions have a system of schools far more extensive than is generally supposed, and this system is being developed very fast. After having abandoned the teaching of Dutch in native schools twenty-five years ago, they have now returned to the policy of making Dutch the basis of native education. The Dutch language has been introduced as the main subject of instruction not only in all the higher schools, but into first-class lower schools as well and over a thousand trained Dutch teachers have been brought from Holland. The special school training to fit natives for the administration of public affairs is admirable. Within the last two years there has been commenced the establishment of a complete system of primary schools that will furnish elementary education to every native village. In fact, in these and in other ways, the educational aims of the Dutch in Netherlands-India are hardly to be distinguished from our own here in the Philippines, except perhaps for the more careful and deliberate manner in which their work proceeds.



Literature on the history and the government of Dutch colonies in official reports, works of research, and periodic literature devoted to Indian administration, is extensive but it is almost entirely in the Dutch language. In other languages there are only two modern works of value devoted to the administration of the Dutch Indies, or any part of them; Professor Day's scholarly economic study, "The Dutch in Java," and M. Chailey-Bert's "Java et ses habitants." Only three pages of Professor Day's work discuss education, and in spite of the comparatively recent date of the book (1903), his statements no longer represent the scope and the aim of the Dutch educational policy. M. Chailey-Bert devoted a large section, nearly one hundred pages, to the subject of native education, and in the most recent edition (1907) gives data upon public instruction for 1905, but the school system has developed so fast in the last few years that his treatment is already obsolete. My own examination of their educational work, while unfortunately brief, was generously aided by the Dutch Government. Dr. M. S. Koster, the director of the department of education, worship, and industries (Department van Onderwijs, Eeredienst en Nijverheid), not only furnished me with reports, copies of regulations, plans of study, and school texts, but sent to meet me at Bandoeng, an important educational center of the Preanger Regencies, Mr. N. J. Verweij, who holds the position of "Referendaris" in the department and who is an expert upon all matters touching Indian education. I spent three days in the company of this gentleman, visiting different kinds of schools and discussing the educational system. Very fortunately for me, the department had just prepared a minute or report covering the entire field of Netherlands-India, and a manuscript copy, furnished me by Doctor Koster, was carefully reviewed by Mr. Verweij with a great deal of illuminating discussion which no simple report could supply. Thus my investigation, while limited in time, was made under very favorable conditions and is based on first-hand information. I should further add that I had the great pleasure of an audience with His Excellency the Governor-General, and of hearing him state in substance the basis and motive of the new educational policy.

Until near the middle of the last century the education of the native received scant attention. But in 1848 the Dutch States-General obtained control of the government of the colonies, previously administered by the Crown, and in that year an appropriation of 25,000 florins was made by the King for native education. This act is significant rather for its intent than for any considerable practical results which followed. In 1854 the States-General passed the famous law for the government of the Indies, still the constitution of their colonial administration, the "Regeerings Reglement." This act provided that the governor-general shall undertake the creation of schools for the native population, but its

provisions were vague, and in the absence of a sympathetic official element and of a native demand for instruction, were practically inoperative for many years. But at last interest awoke; the department of education, worship, and industries was created in 1868, and about 1872 the organization of schools for the native peoples was taken up with great enthusiasm. All sorts of schools were established—schools for sons of chiefs, private schools, normal schools, professional schools—"Ce fut une rage," says Chailey-Bert. Between 1873 and 1882, 249 new schools were opened in the Indies, making a total of 512, with a budget of 1,250,000 florins.

It is interesting to observe that this general movement was contemporaneous with a similar development of public instruction in the Philippine Islands under the Spanish Government. The public school system of the Philippines was decreed in 1863, and beginning a few years later, schools were established in nearly every pueblo of the Islands. The results of these two movements, however, have been very dissimilar. In the Philippines the native population was considerably in advance of the natives of Java or of most parts of the Dutch Indies in intellectual training and ambition. There was an important well-to-do class who possessed property and commercial interests; and the mestizo element—both Spanish and Chinese—was identified (as it is not in the Dutch Indies) with the natives. Thus, in the Philippines the Spanish system of public instruction accomplished really great results. In the process of a few decades it produced a class having some education in the Spanish language in practically every town of the Archipelago. It prepared the way for the revolutionay movement which has placed the Filipinos far in the lead of other Malayan peoples. In the Dutch Indies, however, no such popular support existed. Misgivings seem to have seized the Dutch administration, criticism of so liberal a plan of native education multiplied, economy was felt to be necessary, and in 1884 came a reaction. The development was arrested, no new schools were founded and a considerable proportion of public schools already established were turned over to private or missionay societies. Of the nine normal schools which had been created, five were suppressed, the teaching of Dutch to the natives was discontinued, and in 1896 the Netherlands-India had over one hundred fewer schools than it had fourteen years earlier.

Dutch critics of the educational movement of 1872–1884 say that the plan of studies which had been pursued was too Occidental in character and did not sufficiently take into account the native needs and the native mind; that it was unpractical and too closely modeled on the educational ideals of Holland. All this may be true, and yet the reaction, which lasted for nearly a decade, seriously retarded the native development which Dutch statesmen have now come to feel is essential to the further development of the Indies and the permanence of their own power. A similar, but more intense, reaction occurred in the Philippines in 1888, when the

Spanish Government, becoming alarmed at the progress of liberal ideas, attempted to suppress the rapidly increasing enlightenment of the population. In the Philippines, however, the popular movement had then become too strong and when suppression was attempted, revolution followed.

In Netherlands-India a reorganization of the educational work was finally seen to be necessary, and in 1892 and 1893 there was sanctioned and put into effect a scheme of native instruction which had been proposed some years earlier by the director of education, Mr. W. P. Groeneveldt. This, with certain important additions of recent date, is the existing system of native education. Under it two kinds of public instruction are maintained—one patterned upon the European system (*Europeesch Onderwijs*), the other native education (*Onderwijs voor Inlanders*). However, as the "European schools" are open on terms of equality to children of partly European blood and to children of pure native parentage also, they are an important element in the public instruction of the natives.

The Dutch have taken commendable pains for the proper instruction of their own children in the colonies. The system is patterned on that of Holland itself, and is quite similar to that of Germany or Switzerland. Instruction is divided into lower (*Lager Onderwijs*), secondary (*Middelbaar Onderwijs*), and higher or university (*Hooger Onderwijs*). In Holland the lower schools (*lagere scholen*) give instruction in the Dutch language and the fundamental branches. This instruction occupies six years, or two less than the work of similar schools in the United States. Quite as much, however, appears to be accomplished for the child as in the more protracted American course. At the end of this elementary instruction, the pupil may enter the "gymnasium" and pursue a classical course of studies for six years, which would correspond to our college course, or he may enter what is called the "higher burgher school" (*Hoher Burgher School*), which gives a five years' course. This school corresponds to the German "Real Schule." It offers no instruction in Latin or Greek but thorough, practical instruction in modern languages—Dutch, French, German, and English. The mathematical work leads into elements of engineering. There is good instruction in scientific branches, in history, and in political economy. Following graduation from the gymnasium or the higher burgher school, the student enters the university or a higher technical school for his professional training.

In Netherlands-India there is no higher or university education, properly speaking, but secondary education (*Middelbaar Onderwijs*) is provided for. At Batavia is a large and admirable school, founded in 1860, known as the "Gymnasium Willem III." Although founded as a gymnasium and so named, the instruction corresponds to that of the higher burgher school. Its course embraces five years and includes higher arithmetic; geometry; mechanics; chemistry; botany; zoölogy; cosmography;

public law and institutions; political economy; bookkeeping and accounts; history; geography; Dutch language and literature; French; German; English; writing; and drawing. The work in modern languages is especially emphasized and extends for each language over the entire course of five years. So considerable a number of subjects being pursued, the number of weekly recitations is relatively great, being thirty-six in the first two years and forty-two in the last three. To an American the course would seem to be over-heavy and possible of improvement by lengthening it to six years. The corps of instructors, who number over forty, are very competent and well-trained men, several being university doctors. They are also very well paid.

The Gymnasium Willem III also conducts a special kind of instruction (Afdeeling B) in which qualified students are prepared for the civil-service examination. The studies have to do with the languages, geography, and anthropology of Netherlands-India. The work in the history of Netherlands-India includes the methods and results of missionary propaganda and the work in anthropology lays great stress upon the religions of the native people and on Mohammedanism. There is also a second course in the history of Islam. The geography of Netherlands-India includes courses in the administrative system, resources, productions, and economic conditions. The work in native languages includes Malay and Javanese. Two years instruction is given in the general principles of modern law and in the penal law and penal procedure of Netherlands-India.

These subjects of study cover in a general way the program of the higher functionary's examination (het groot-ambtenaars-examen) necessary for appointment to the higher posts of the colonial service. The care which the Dutch Government takes to secure a civil service specially familiarized by study and training with the character of the country and peoples to be administered, is in sharp contrast with that of our own service, which requires no special preparation. The advantage of such studies is, however, beyond question. They are required by every power which has made its colonial government a subject of serious consideration.

At Batavia there is also the Queen Wilhelmina School for Girls (Koningin Wilhelmina School), which has a three years' course and also courses in technical education. At Surabaya there is another higher burgher school, with technical courses.

Lower European schools are found not only on Java but in all parts of the Indies. In 1908 there were 190 public lower schools with 732 European teachers, and 21,714 pupils, of whom 9,120 were boys of European birth and 7,371 girls of European birth; 3,693 were natives, 3,190 being male; and 1,530 were Asiatic foreigners, largely Chinese, 1,301 being male. There were also 40 private European lower schools aided by the government, with over 5,000 pupils, mostly girls. The very considerable proportion of native children attending these schools is to

be noted. In 1903 entrance was made easier for natives and the tuition for them was lowered. These steps were taken by the then Director of Education, Mr. Abondanon, now one of the foremost authorities on colonial matters in Holland. The increase of native attendance following these steps was rapid and reached a point in 1905 where native attendance was even higher than it is to-day. This was one of the considerations which have led the Dutch within the last two or three years to introduce the Dutch language into native lower schools, and thereby to divert from the European schools the unduly large proportion of native pupils desiring Dutch education.

The Dutch Government is generous in its policy of organizing new public schools for the European population. The presence of twenty pupils in a locality on Java and of only fifteen in the "Outer Possessions" is sufficient for the establishment of a school with one teacher; for sixty pupils two teachers are furnished; and for ninety, three. A moderate tuition is charged, which is carefully graded in accordance with the income of the child's parents and in no case exceeds 10 florins a month; in certain cases the instruction is gratuitous.

Religious teaching in all the public schools is forbidden. There are separate schools for both boys and girls, but the present tendency is toward coeducation. The subjects of study embrace reading, writing, arithmetic, Dutch grammar, history of Netherlands and Netherlands-India, geography, nature study, singing, drawing, gymnastics, and sewing for girls. There are also additional subjects which may be taken, which include the elements of French, English, and High Dutch, general history, further work in mathematics, elementary land surveying, etc. The course, as in nearly all Dutch schools, seems very full and perhaps too ambitious, but it is exceedingly practical.

Compared to the number of European or mixed European people for whom these schools were created, the system must be regarded as exceedingly liberal. This population was reckoned a few years ago at 80,000, and its children were in public or private primary schools to the number of over 20,000, or more than 25 per cent, a higher percentage of school attendance than is found in any other country of the world. Wherever a community of Dutch people grows up, the government sees to it that their children receive the elements of a substantial European education. Their solicitude in this matter is in striking contrast to the policy of most other colonizing peoples. The children of English families in the Indies seem invariably to be sent home for their education, usually at a tender age. In certain important British colonies of the Far East there is not a single school providing an education for foreign children. The Dutch do not believe in the separation of the child from his home; they usually bring their families with them to the Indies and they have developed a system of education which guarantees to these children an education certainly not inferior, and probably in some respects superior, to that afforded children in most parts of Europe.

In 1908 the Dutch Government made an important addition to its school system in what they call the Holland Chinese Schools (Hollandsch Chinesche Scholen), to give an education in the Dutch language to the children of the extensive Chinese population. The Chinese in Netherlands-India are now estimated to number about 700,000, and they play a part in commercial and industrial life very similar to that of their countrymen in the Philippines. Their history and their status in some respects closely parallels that of the Chinese here, but there is this important difference: Chinese born in Netherlands-India, including the children of mixed Chinese and native parentage, continue by Dutch law to be Chinese and are not assimilated to the population of the country. As Chinese for many years have been marrying native wives, it has resulted that the population legally termed Chinese is in very considerable degree Malayan. In a private school I visited, there was a class room filled with boys, all of whom were termed "Chinese" but only two wore cues and in most of them the Malayan element appeared to predominate over the Chinese. These Chinese born in Netherlands-India do not speak any Chinese language. Their native tongue is Malay. They are subjects of the Dutch Government and for generations have been expatriated from China. At all times important to the business of the country, many of these Chinese have amassed great wealth and risen to positions of social influence. They own steamships, commercial houses, and a considerable proportion of the privately owned lands of Java. There is one wealthy Chinese of Samarang whose wealth I was informed is calculated at \$20,000,000, gold. In spite of their thorough identification with the country and Malayan blood, Chinese are subjected to certain disabilities. Except where special permission is given them, they are obliged to reside in Chinese quarters and are not free to travel or to accept employment as freely as the native or European may do. Perhaps in part as a result of this illiberal attitude of the Dutch Government toward them, there seems to be a disposition on the part of the Chinese to turn toward the British possessions, and particularly Singapore, which is virtually a Chinese city.

Very lately the Dutch Government appears to have realized that its past attitude toward the Chinese was not working out a satisfactory solution of their status. There is a recent disposition to recognize an obligation for their education and to hold their affection and allegiance. Chinese everywhere realize the practical value of education and are the best supporters of public schools in British India and elsewhere. Within the last four years they have entered the European schools in considerable numbers so far as the opportunities have permitted. In 1905 there were only 470 boys and 55 girls of Chinese and other Asiatic origin in the European lower schools, but at the end of 1908 this number had nearly tripled.

The first Holland Chinese schools organized in 1908 are located at Batavia, Samarang, Surabaya, and Macassar. In the present year seven

more have been opened, at Menado (Celebes), Bandjermassin (Borneo), Singaraja (Bali), Padang (Sumatra), and at Malang, Surakarta, and Bandoeng on Java. These schools have the same organization and offer the same course as European lower schools. Educationally they promise to be very successful, and their political influence may be no less marked, especially if it leads to the modification of Dutch law liberalizing the status of Chinese subjects and allowing them to acquire citizenship.

Comparing the present status of the Chinese in Netherlands-India with that of Chinese residents in the Philippines, one can hardly fail to be impressed with the great advantage of the policy which identifies the descendants of an immigrant with the people of the country. As the matter stands here, practically anyone born in the Philippines is regarded and accepted as a Filipino if he chooses to identify himself with the Filipino people. The son of a Chinese in the Philippines apparently encounters no prejudice whatever and in several recent instances has obtained high political preferment as the choice of Filipino electors.

Bearing then in mind that the European schools are open to children of native parentage we may pass to that system of instruction organized solely for the native inhabitants (*Onderwijs voor Inlanders*). The history of this system and its reorganization in 1892-1893 has been briefly outlined. It consists first of lower schools (*lagere scholen*), of two kinds, first-class and second-class. The second-class school course has four years and gives instruction in the common branches, but only in the native dialect and Malay. The first-class lower school now offers a six years' course and beside instruction in the native dialect and Malay gives three years' instruction in Dutch. The introduction of the Dutch language into these schools is very recent, but there are already sixty-two first-class lower schools with Dutch instructors and five new ones for the Island of Java will be organized each year, in addition to the similar schools in the outer possessions. The other subjects of study of the first-class lower school are arithmetic, drawing, geography of Netherlands-India, singing, elements of natural sciences, land measuring, and local history.<sup>1</sup>

The introduction of Dutch into these schools is a final return to the policy abandoned twenty years ago. The return to this language as the basis of instruction seems to have been brought about by several considerations. First, experience has shown that the native languages do not offer the necessary basis for higher training, especially in administrative, technical, and professional lines. The possession of a modern language is recognized as an essential for the development of the native. In the second place, Netherlands-India presents the same multiplicity of languages with which we are familiar in the Philippines. On the

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<sup>1</sup> The course differs a little in the "Outer Possession" (*Buitenbezittingen*)—i. e. Sumatra, Amboina, Celebes, etc.—and is detailed in "*Voorschriften betreffende het Inlandsch Onderwijs*," 1908, p. 385 following.

Island of Java the population is divided into three native peoples, each speaking a distinct native language, Sundanese, Javanese, and Madurese. On most of Sumatra, Malay is the language of the people. Elsewhere, the Lesser Sundas, the Moluccas, and Amboina have their special languages, while Celebes has numerous languages. Through all of this territory, as well as in Borneo and the Sulu Archipelago, Malay, though not of the literary type, furnishes a *lingua franca*. But even this useful and widely spread language does not offer a satisfactory linguistic bond for the development of the peoples of the Indies. In the third place, I believe that Dutch statesmen have come to the deliberate conclusion that the diffusion of the Dutch language among the peoples of their great empire may be a political force of the highest value. Thus Holland has deliberately forsaken its previous policy of discouraging the native education in Dutch and upon this important matter of native education and the dissemination of its own language must now be associated with America in the Philippines and France in Indo-China.

Other notable steps of the Dutch Government for native education remain to be described and one is of especial significance to us because it resembles the emphasis which the American school system in the Philippines has placed upon the education of the peasant or rural population. Three years ago the present governor-general, Lieutenant-General Van Heutsz, outlined a plan for a new type of school, known as the "dessa" school. It corresponds almost exactly to the barrio school of the Philippines. The course in these schools is to be brief, three or four years, and in the local dialect, while the course in the American schools is given in English. These schools are to be established in sufficient numbers to supply an elementary education to the entire native population of Netherlands-India. Governor-General Van Heutsz himself assured me that 10,000 dessa schools will be established on the Island of Java alone. The thirty-odd millions of people who inhabit this island live in about 30,000 villages, known as "dessas" or "kampongs." They are so grouped that a third of this number of schools will place primary facilities within the reach of the entire population. These schools are at present under the department of the interior, but will shortly be transferred to the department of education. At the end of 1908, 367 "dessa" schools had been organized and during the present year, 1909, 410 additional schools have been approved. The number will be increased with the utmost practical rapidity, not only in Java but in the outer possessions as well.

For many decades the Dutch have followed the policy of educating a limited number of natives and employing them in the administration. Now they have deliberately reached the decision to give instruction to the entire population, however humble. The often expressed arguments against such a democratic plan as this—that the native will be trained away from industry, that he will be spoiled for honest toil, that he will



be stimulated to unwise and dangerous ambitions—have certainly had full consideration from the Dutch and apparently they have been dismissed as theoretical and short-sighted. Governor-General Van Heutsz in conversation expressed the same conviction that we in the Philippines have felt, that until the rural population is taught to read, write, and keep accounts, it will continue to be what it has been for centuries—a victimized class.

For this great contemplated extension of their educational system, the creation of a large corps of native teachers is needed and this brings us to the training of the native teacher.

#### NORMAL SCHOOLS (KWEK SCHOLEN VOOR INLANDSCHE ONDERWIJZERS).

I have already stated that in the reduction of school work in 1884 the normal schools were reduced to four. These were at Bandoeng and Probolinggo in Java, Fort de Kock in Sumatra, and at Amboina. A fifth normal school was opened at Djokjakarta in 1897 and a sixth at Oenarang in the residency of Samarang in 1906. The course of study in these schools was at first four years, but in 1896 it was lengthened to six years with the exception of Amboina, and at the same time Dutch was reintroduced. In these schools the government not only furnishes free instruction to pupils, but provides them with furnished rooms, and with an allowance of 10 florins per month for food and clothing. The buildings of the normal school at Bandoeng, the only one I visited, are handsome and well constructed. They are arranged on the pavilion plan; the central building has recitation rooms, office, dining, and social halls. It is flanked by houses for the director and for the second teacher, who reside at the school with their families. Behind and connected by covered porticos, are the dormitories of pupils. Beautiful grounds surround the school.

A few years ago in spite of the liberal terms of admission, it was somewhat difficult to maintain a full attendance at these schools; now they are crowded beyond their capacities, an indication of a great change in the native interest. Admission is by examination after the boy has completed the lower school course. The plan of studies impressed me as excellent in kind. It embraces five years of Dutch, from five to eighteen hours weekly; five years of Malay and of a native language (Javanese, Sundanese, or Bugis); arithmetic; geometry; land measuring and surveying, including leveling and waterways; drawing, studied for three years; geography; history of Netherlands-India; natural sciences, including elementary physics and meteorology; plant and animal life; writing in Arabic, in Javanese or other dialect—script and in Roman letters; music; and very thorough work in drawing, which is pursued for five years. In the fourth and fifth years instruction is given in pedagogy and school administration; the sixth, and last year, is devoted to general review and to practice-teaching in a well-organized training

school which stands on the grounds of the normal school. Each normal school has five well-trained European instructors and two, three, or four native instructors according to the number of native languages taught in the school.

TRAINING SCHOOLS FOR NATIVE FUNCTIONARIES ("OPLEIDINGSSCHOLEN VOOR INLANDSCHE AMBTENAREN").

As is generally understood, the native royalty and aristocracy play an important part in the administration of the Dutch Indies. In the development of Dutch rule, the native sultans, princes, and chiefs of different degrees were gradually brought under control and into dependence on the Dutch Government, and were required through many decades to aid the administration in its exploitation of the Islands. For a long time the Dutch concerned themselves very little about the way these native chiefs ruled their subjects, provided they remained loyal and furnished the required contribution. But a great change gradually came. The policy of exploitation ended about 1870, when the culture system, with unimportant exceptions, was abandoned. The Dutch became concerned to protect the native population against the rapacity and cruelty of their own rulers. A European administration was gradually introduced charged with the responsibility of insuring justice and well-being to the natives, and in this way the present administration received its character. For more than a generation the Dutch have been giving to the native population an undoubtedly equitable and most carefully conducted government. The ordinary official is, if anything, too solicitous to protect the native against outside oppression and the consequences of his own failings. Nothing could be more admirable, however, than the desire to guarantee to the native justice at all times. In his native village, in his local disputes and contentions, in his taxation, in his petty government, he is protected. This policy offers a contrast to that of the American government here in the Philippines, which while commendably vigilant to right wrong and punish fraud in the Insular service, acts with indifference toward local wrong and misconduct. Our attitude toward local abuses can only be defended on the ground that we are trusting to the rapid growth of a class sufficiently educated to know its rights and sufficiently bold to champion popular grievances.

In the exercise of their surveillance over native administration, the Dutch have worked out a truly remarkable form of government. It appears to be based upon two judgments of native character, first, that the natives to be content and obedient must be governed, or believe themselves to be governed, by rulers of their own race; second, these rulers, owing to a special peculiarity of Malay character, are content with the *semblance* of power though deprived of its *actuality*. Dutch experience seems to justify the truth of these generalizations. Give the native the office, the title, the formal recognition, and he cares little if a higher, but unobtrusive authority, directs and controls him.

In fulfillment of these principles, Java and most other parts of the Dutch Indies are divided into "regencies," which correspond pretty well with the former native states. At the head of each is a native regent—a prince or an aristocrat, appointed and removable by the Governor-General. The regent has come to be simply a salaried officer of the government. His orders are issued and his business conducted by a native prime minister, or "adipati." At the regent's side is the Dutch "resident," an officer of life-long experience in the Indies, popularly known as the "elder brother" of the regent. It is the "resident" who actually controls the administration in every detail. The regency itself is divided into districts, administered for the regents by a corps of native officers known as the "wedono," but these "wedono" are in all respects amenable to a highly trained corps of Dutch district officers known as "controleurs." These are the men whose business it is to see that the local government goes on efficiently and fairly; that agriculture is properly attended to; that local irrigation systems and roads are maintained; and that the relations between the native communities and Dutch planters are harmonious and helpful.<sup>1</sup> The unit of administration is the little hamlet already referred to, known sometimes by the Malay word "kampong" but more often in Java by the name of "dessa." It is in large measure self-governed. The people in an open-air meeting, carefully supervised by the "controleur," elect their headman, usually called the "loera."

These local headmen, as well as the various "mandooers" or overseers are wholly or in large part uneducated natives; but "wedonos," "mantris," or subordinate officials, clerks, and accountants are, wherever possible, educated. The number of such native employees is very large. As early as 1878 there were opened at Bandoeng, Magelang, and Probolinggo on Java, and at Tondano in northern Celebes, four schools for the sons of native chiefs and other well-to-do natives. These schools were called "Scholen voor de zonen van Inlandsche hoofden en andere aanzienlijke Inlanders," or "Hoofdenscholen." The course in these schools was originally four years. In 1893 they were reorganized, the course extended to five years, and instruction in Dutch was abandoned. Since that date, however, the schools have been reorganized again; Dutch has been reintroduced as the principle subject and as the medium of instruction, and the name of all of them except the one at Tondano changed to "training schools for native functionaries" ("Opleidingsscholen voor Inlandsche Ambtternaren"). Three additional training schools are now under construction, at Serang (Bantam), at Madioen, and at Bliter in Kediri. These three will open in October, 1910, each with accommodations for 140 pupils. Next year also, at Macassar, a training school with

<sup>1</sup> See a recent address—March, 1909, before the "Indologische Vereeniging" in Leiden, of Controleur H. A. J. Eyken, "De Werking van den Controleur op Java, 'S-Gravenhage, 1909.

a normal department will be opened to train teachers and civil servants for Celebes and Borneo. Similar instruction is given at the normal school at Fort De Kock, Sumatra. The course of study is divided into three sections: a preparatory of two years, a first of three years and a second of two years. The preparatory section has been recently introduced in order to give the entering student a better preparation in the Dutch language than he receives in the first class lower school from which he comes.

The subjects of study embrace the Dutch and Malay languages and the native language of the district in which the school is situated, geography, arithmetic, nature study, writing, grammar, history of Netherlands-India, and algebra. In the advanced section of the school the pupil studies jurisprudence, public and administrative law of the Indies, political economy, land surveying, waterways, line and map drawing. The instruction in jurisprudence is given in every instance by a doctor of laws of a European university.

I visited the "Opleidingschool" at Bandoeng and was impressed by the excellence of buildings and equipment, the character and enthusiasm of teachers, and the fine appearance and behavior of students. These young men are selected youth, coming from the best native families not only of Java but of the outer possessions. Among the students was the son of the deposed sultan of Atjeh, who is kept in confinement on the Island of Amboina. My impression was that these schools should produce a corps of native officials extremely well prepared for the duties of local administration, to which many of them will be assigned.

Under the present system, they would hold only subordinate positions in which their work would be subjected to the inspection of European officials, but a change in this matter is apparently coming. The present tendency seems to be to train the native for actual power in place of that semblance of authority which, as we have seen, the Dutch have ever carefully preserved. Much of this changed attitude is attributed, I believe, to a man, who for many years occupied the position of counselor for native affairs, and is now a professor in the university at Leiden, Doctor Snoucke-Hurgronje. This great scientist and official has an unrivalled and sympathetic acquaintance with Malay character and institutions. He is one of the foremost living authorities on Mohammedanism, and like the famous Sir Richard Burton, accomplished the religious journey to Mekka in the guise of a pilgrim. While the political situation in northern Sumatra was still most aggravated, Dr. Snoucke-Hurgronje was commissioned to make an exhaustive study of those rebellious subjects of the Dutch. His researches are embodied in a notable work, "Atjeh." He was long an advocate not only of the intellectual powers of native Javanese or other Malaysians, but of their reliability and trustworthiness. Due to his efforts a plan was formulated by the late Governor-General Rooseboom and has been accomplished

under his successor, the present Governor-General Van Heutsz, to train natives to be judges. A committee consisting of Doctor Snoucke-Hurgronje, the procurator-general, and Doctor Koster, the present director of education, framed the organization of a new training school for native magistrates, which was opened in July of the present year at Batavia and is known as the "Opleidingsschool voor Inlandsche Rechtskundigen." Seventy-two pupils will be admitted to this law school; the instructors are all doctors of law. The course promises to be thorough in all branches of law and administration. At the end of the course the graduate will take a public examination and will then be appointed to the position of "griffier"—a sort of recorder or clerk to the president of a "landraad," or district court, which has about the same jurisdiction as a Court of First Instance in the Philippines, except that they have jurisdiction only over natives and Chinese, not over Europeans. The president of a "landraad" is at present always a Dutch doctor of laws. He alone determines the decision but is advised by a number of native assistants or assessors. The candidate, after a thorough training as a recorder of this court, will be advanced to the position of member of the "landraad," vice-president, and eventually to that of president—a position now held exclusively by Europeans. In this careful training of a native judiciary, the Dutch Government stands in great contrast to the American which has appointed as judges of courts of First Instance Filipino lawyers of limited judicial experience.

#### THE "DOKTER DJAWA."

Another professional training school of note is the medical school at Batavia, commonly known as the "Dokter Djawa." This institution was founded in 1869 and its success up to 1900 is spoken of slightly by M. Chailey-Bert. In 1902, however, it was reorganized, its course was extended to three years preparatory and six medical; it now has 150 students to whom it appears to give a thoroughly modern course in medicine. These students have three years of human dissecting, attend school clinics in which 4,000 patients are treated yearly; in addition to thorough instruction in Dutch, there are given three years of German; the chemical and pharmacological laboratories seem to be adequate. There are students in attendance not only of Java but from Amboina, Borneo, Sumatra, and even Atjeh. There are living accommodations and a very attractive club room in the institution. The graduating class this year numbers seventeen, and I was assured by the director that the graduates encounter no difficulty in the practice of their profession and that many of them obtain positions as medical officers on plantations at monthly salaries ranging from 200 to 500 guilders.

In addition to the above schools there are various special schools in a number of places, of which little needs to be said here. Mention should be made, however, of the effort of the Dutch Government to establish

industrial education. This important subject has not had as much success in the Dutch schools as it has in the Philippines, where industrial arts are pursued from the beginning of the primary course and where there are already a large number of well-equipped industrial schools. It seems more difficult in Java than it does here to familiarize the native with the purpose of these schools and to prevail upon the graduate to seek an independent practice of his trade. Students are inclined to look to the government for employment and to expect an official position upon graduation. There is, however, a need of skilled native labor especially in the machine shops of Surabaya and the railway shops at Bandoeng, where skilled workers obtain from 30 to 100 florins per mensem. There have been decreed three trade schools, ("Ambachtsscholen,") for Surabaya, Samarang, and Batavia. That in Samarang will be opened in October, 1910. It will give instruction in carpentry, masonry, blacksmithing, boiler making, wagon making, machine-shop practice, furniture making, tinsmithing, etc. The cost of establishing these schools is estimated at 100,000 florins and the annual expense of conducting them at 37,000 florins each.

#### AID TO PRIVATE SCHOOLS.

Grants in aid were limited originally to European higher schools and for a long time the government preserved a strict neutrality on religious matters, giving its aid only to those schools which were supported by secular societies and taught no religion. In 1900 however, freedom of religious instruction in subsidized schools was allowed, since which date many new schools have been established by both Protestant and Roman Catholic authorities. In 1905 grant in aid was extended to lower schools for natives and within the last eighteen months the states-general of Holland has enacted legislation of a still more liberal character, granting subsidies generally to schools established and maintained by missionary organizations. It is my understanding that this step has not commanded entire approval either in Java or among legislators in Holland, but is due to the triumph in the Dutch States-General of the Clerical Party, a combination of Protestant and Roman Catholic members, over the Liberal Party, whose educational program is secular.

The Dutch Government exercises inspection over these schools and they constitute a very important element in the education of the Indies.

The instruction given in private lower schools for natives is very large, more than twice that of public schools of the same class. Most of these are supported by Protestant missionary societies, and are in the Outer Possessions. The figures are, in Java, 468 that are subsidized and 93 that are not subsidized; in the outer possessions, 257 subsidized and 891 not subsidized. These private schools have an attendance of over 30,000 on Java and nearly 50,000 pupils in the Outer Possessions, or about 80,000 out of a total of 190,000 pupils in both public and private lower

native schools in Netherlands-India. The total number of teachers in lower native schools, both public and private, was 5,612 in 1907; of these 1,382 were in public schools of Java and 1,465 in public schools in the Outer Possessions.

#### TERMS OF SERVICE FOR DUTCH TEACHERS.

The force of Dutch teachers for the Netherlands-India is secured from Holland. There are opportunities for normal training for young Dutchmen in Java but the opportunities of commercial employment are too alluring and the government practically secures no teachers among them. As stated elsewhere, the government has at present over a thousand Dutch teachers and is annually increasing the number. Ultimately the force will probably be at least two thousand. Most of these teachers are men but there are women teachers for instruction in the schools exclusively for girls or admitting girls. The terms of service are liberal and attractive compared with the Philippines, yet I was assured by officials of the Department of Education that considerable difficulty is experienced in securing as large a number as is desired.

In the Philippine school service it has been the practice to appoint a large proportion of teachers from among university graduates with or without special pedagogical training and experience, but the Dutch force seems to be recruited entirely from those who have taken teachers' training courses in Holland.

The normal schools of Holland admit students who have completed the lower schools. The normal course is four years. Pupils receive from the government an annuity of 300 florins for their support. At the end of four years' course they pass a state teacher's examination. Their education does not stop, however, with this examination. Two years later a "head master's" examination may be taken and also state secondary examinations to qualify as a teacher of a special subject, such as modern languages, higher mathematics, drawing, or engineering.

Teachers appointed for Netherlands-India are divided into three classes, first, second, and third, the first being highest, and are promoted on the basis of capacity and length of service. A male teacher holding a head master's certificate receives on original appointment 150 florins (\$80 gold) a month, with an allowance of 50 florins (\$20) for house rent. Even though he may not receive promotion to a second or first class position, he will receive an automatic increase of 50 guilders monthly at the end of each three years until he has been so increased six times. Normal school teachers receive these increases every two years. Second-class teachers are appointed at 200 florins, with 60 florins per month for house rent, and increases of 50 florins per month every three years. First-class teachers receive 250 florins per month and 70 florins allowance for lodgings with similar increments of 50 florins a month after each three years of service until they have received this advance six

times. Thus, at the end of eighteen years, the first-class Dutch teacher receives \$220 (550 florins) monthly and an allowance of \$28 (70 florins) for quarters. Women who are appointed to the position of third-class teacher receive 125 florins, instead of 150 per month, with 50 florins for lodgings, but on promotion to the second or first class they receive the same compensation as men. Upon appointment each teacher is given a gratuity of 700 florins for his outfit, and if he has a special certificate for teaching a modern language or other subject, an additional gratuity of 100 florins if he is a bachelor or 200 if he is a married man. This latter gratuity the teacher is expected to devote to his own insurance, the government maintaining an insurance system for its employees, supported by payments from their salaries. On disability or death the teacher or his family will receive an annuity of not more than 170 florins a month, with additional sums for children. The children on the death of their mother will receive two-thirds of the amount that she drew as the widow of a deceased employee. After ten years of service teachers receive one year of furlough with about one-half pay during the year. The government bears all their traveling expenses from India to Holland and return, both on appointment and on furlough. If teachers are married and have children, the government likewise bears the expenses of every member of the family. It will be seen from this that the contemplated period of service is twenty years, broken by one year of leave, although the probability is that this will shortly be increased to one year of leave in seven years, making two periods of leave for the entire twenty years. After these twenty years of service the teacher may retire on one-fourth pay with certain additions.

The above salaries do not include those which are paid to directors of normal and training schools, nor the salaries of teachers in the higher schools, all of which are very much better. Teachers in the secondary schools receive an entrance salary of 450 florins a month, which gradually increases to 750 florins at the end of twelve years. Salaries of teachers are raised also for certificates of proficiency in certain subjects which include ethnology, native languages, surveying, higher mathematics, drawing, etc. For each certificate, obtained by examination, the teacher's salary is increased 50 guilders monthly.

Taking all of these facts into consideration, the teacher's compensation may be very good indeed; for example, I met a director of a normal school who receives a salary of 500 florins (\$200 gold) per month, plus four increases due to two years service each in the normal school, making an addition of 200 florins, and 50 florins each for certificates of competency to teach Sundanese and engineering, or a total monthly salary of 800 florins (\$320 gold); besides this he is furnished with a very fine house containing seven large rooms.

From these data it will be seen that compared with American teachers in the Philippine service, the Dutch teacher in Netherlands-India has

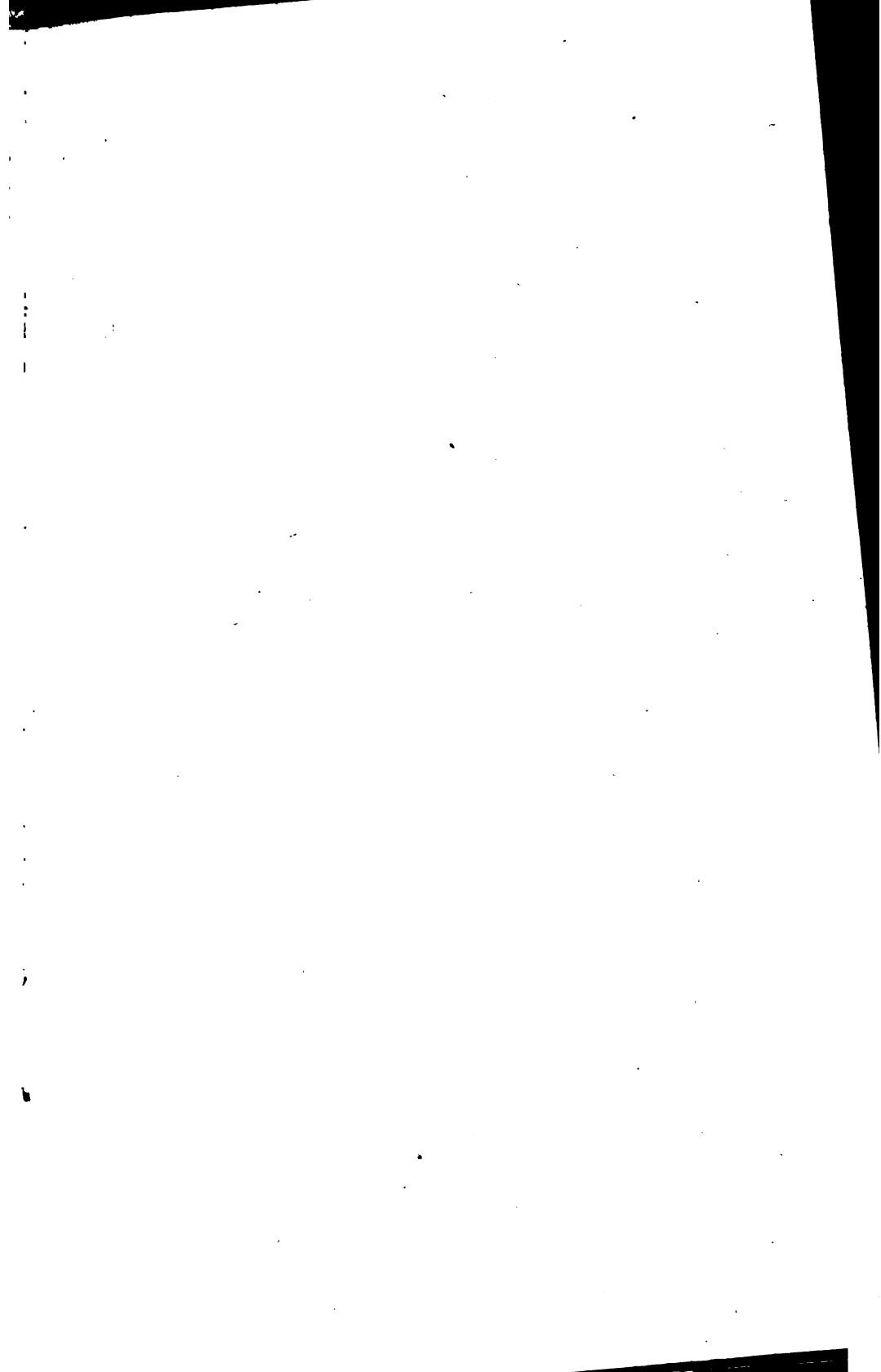


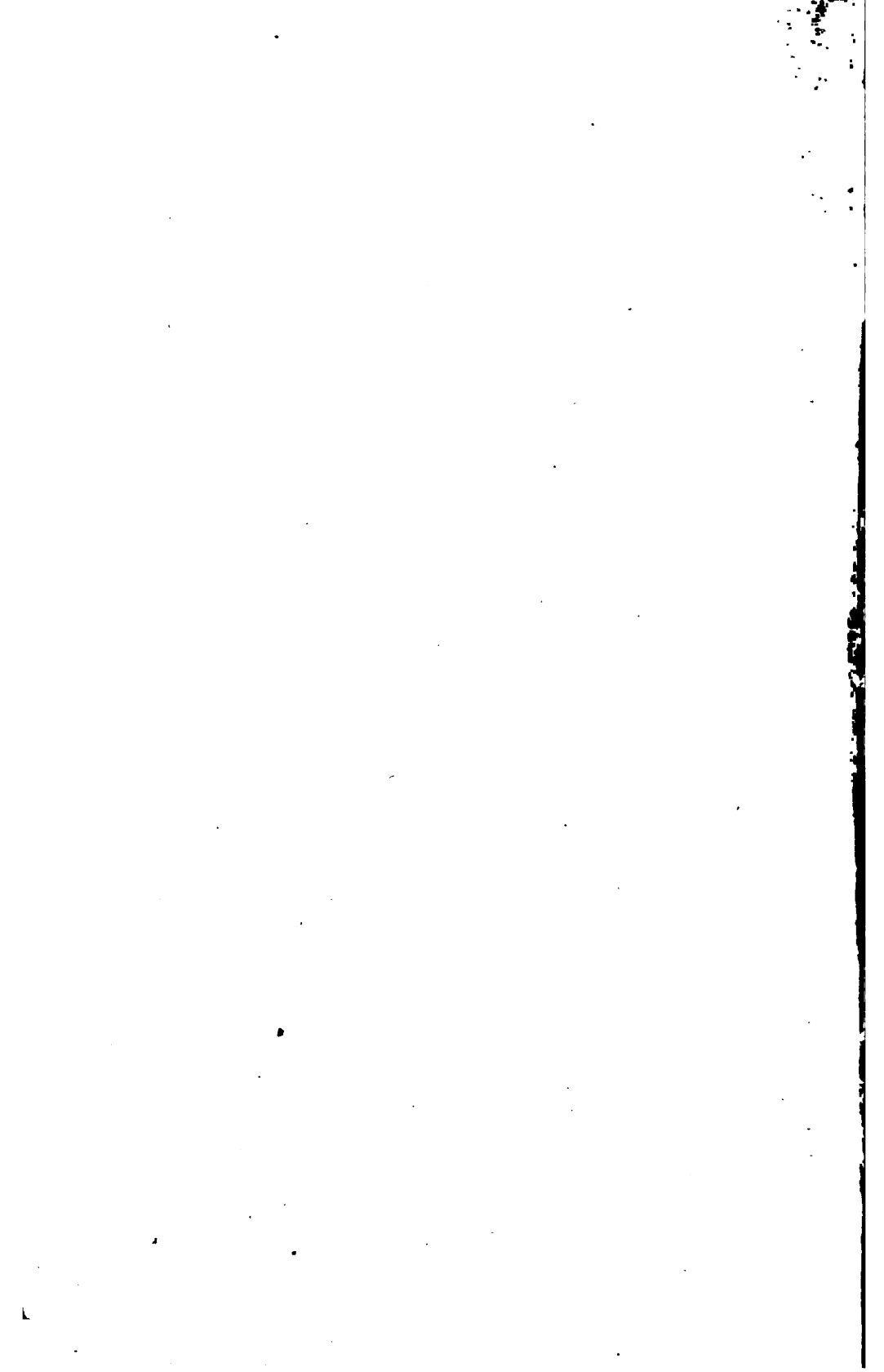
much better terms of service. He is originally appointed at about the same salary as the original appointee in the Philippines, but he receives an allowance for lodgings, an equipment gratuity, cheap life insurance, and free transportation for members of his family, none of which are received here. Special qualifications are highly prized and amply rewarded by increments to salary. Apart from promotion, the possibility of appointment as director or school inspector, and other promising openings in the service, the teacher receives an automatic increase every three years in ordinary work and every two years in normal teaching. Great emphasis is laid on the scientific knowledge of the native peoples, their ethnology, languages, laws, and institutions and constant incentive exists for the teacher to qualify himself by a study of these subjects, believed to be closely related to his efficiency and usefulness. After twenty years of service he may retire on a pension.

#### PUBLIC EXPENDITURES FOR SCHOOLS.

Under the strictly centralized system of administration which prevails in the Dutch Indies, all taxes are turned into the general treasury and redistributed for local administration according to approved needs. The expenditures in 1897 for public schools and private schools amounted to 1,255,630 guilders and in 1907 to 2,678,353 guilders, an increase of more than 100 per cent. The estimate for expenses of education during the year 1910 indicates a still greater development of school work and expenditure. The total estimated cost is 3,570,200 guilders, divided between the following branches of instruction: For the support of public lower and special schools, for general education on Java and Madura and popular instruction in Atjeh, 2,438,000 guilders; for training schools for native officials and sons of chiefs and for the training school for magistrates, 216,300 guilders; for normal schools, 219,500 guilders: for trade schools, 83,000 guilders; for administration, 143,600; for subsidies or grants in aid, 418,600 guilders; for miscellaneous expenditures, 51,200 guilders. Income from tuitions is estimated at 296,200 guilders, leaving a balance to be appropriated by the state of 3,274,000 guilders. The above figures do not include the cost of construction of new buildings which, except for "dessa" schools, is borne by the state and will amount in the next few years to very large sums annually.

DAVID P. BARROWS,  
*Director of Education.*





DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION

TENTH ANNUAL REPORT  
OF  
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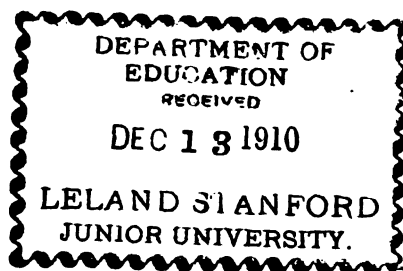
CLASS IN LACE MAKING, PHILIPPINE NORMAL SCHOOL.

DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION

TENTH ANNUAL REPORT

OF

THE DIRECTOR OF EDUCATION  
FOR THE PHILIPPINE ISLANDS



JULY 1, 1909, TO JUNE 30, 1910

MANILA  
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## TENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

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MANILA, *August 1, 1910.*

The Honorable,  
the SECRETARY OF PUBLIC INSTRUCTION,

*Manila, P. I.*

SIR: I have the honor to submit in these pages the Tenth Annual Report of the Director of Education for the Philippine Islands. The statistics and comments upon school conditions here presented apply generally to the school year beginning June 14, 1909, and ending April 2, 1910. The financial data pertain to the twelve-month fiscal year ending June 30, 1910.

### GENERAL STATEMENT.

The year just concluded has been marked by considerable growth in nearly every phase of the work of the Bureau of Education. In 1909-10 the total number of schools in operation was 4,531, as against 4,424 in 1908-9. The total annual enrollment reached 587,317.<sup>1</sup> The monthly enrollment of pupils for September was 451,938, representing a considerable advance over the enrollment in any other month since the establishment of the Bureau. The attendance throughout the year has been more regular than ever before and the results accomplished more substantial. The total number of American and Filipino teachers and apprentices employed during the year advanced to 9,007, as against 8,774 for the preceding year.

While these figures represent a material expansion of the work of the Bureau and extension of its field, they do not fully indicate the actual advance effected during the past twelve months. The principal gains have been in the improvement of organization and of teaching personnel. The aims and requirements of the Bureau are now better understood than at any former time. The courses of instruction have been modified to meet more nearly the practical needs of this field; the provisions of these courses are being put into effect as rapidly as conditions will permit by a willing and loyal corps of superintendents and teachers. It is believed that, as a whole, the members of the Bureau are more than ever before impressed with the necessity for securing definite and tangible results.

<sup>1</sup> This figure does not include 4,946 pupils enrolled in the schools of the Moro Province, whose administration is independent of this office.



Some three years ago the Director of Education upon consultation with the division superintendents adopted a plan of action for the Bureau which involved an attempt to keep constantly in attendance at school at least one-third of the total school population of the Islands; this in the belief that by normal rotation of attendance the present generation might be made literate and given the first essentials of an education within the limits of a decade. In former reports of this Bureau the school population has been estimated at from one-fifth to two-sevenths of the total population. Considering, however, that maturity is reached at an early age in the Philippines and that marriage occurs earlier than in occidental countries, it would seem proper to fix a somewhat different standard here than that which obtains in the United States in estimating school population. For the purposes of this report one-sixth of the estimated present total Christian population of 7,293,997 has been taken as representing the legitimate school population, that is, 1,215,666. The proposed school attendance is therefore 405,222; the average monthly enrollment for the year was 427,165.

This latter figure should properly represent a maximum attendance under present conditions. In fact, Insular and municipal school funds now provided will permit of no further extension whatever. Without additional funds there must be an actual reduction in school attendance if the work undertaken is to be done right, for the annual cost per capita for each child in school will, by reason of the increased attendance in the higher grades and the introduction of industrial instruction, be greater in the future than in the past, and with similar resources the number of teachers employed must necessarily be diminished. It is the purpose of the Bureau to direct its attention more particularly in future to quality of work than to numbers, though this does not mean that any considerable reduction in the present attendance will be permitted.

As indicated above, the enrollment in the higher grades is increasing. During the past year the average number in primary grades was 407,592; intermediate, 17,144; secondary, 2,429. Corresponding figures for the preceding year are 388,873, 14,728, and 1,877.

For years past there has been much discussion on the part of teachers and superintendents as to whether the pupils were satisfactorily completing the work of the various grades in which they were enrolled. The impression has been common that the prescribed course of study is beyond the capacity of the ordinary pupil. This condition, if it actually exists, demands a remedy. Certain investigation has been made and data have been gathered upon which it is now believed that a legitimate conclusion may be based. In this connection, attention is invited to Statistical Tables Nos. 9 and 10 in the appendix of this report. It appears that during the past year, from the average number in daily attendance in Grade I, 42 per cent were promoted to the next higher

grade; from Grade II, 72 per cent; Grade III, 67 per cent; Grade IV, 71 per cent; Grade V, 79 per cent; Grade VI, 81 per cent; Grade VII, 85 per cent; in the high school course, from the first year, 68 per cent; second year, 80 per cent; third year, 96 per cent; fourth year, 73 per cent. That is, 54 per cent of the pupils in average daily attendance in all grades were promoted to the next higher grades. These figures at first glance may appear to justify the opinion previously held by many, that the requirements of the course of instruction are over-difficult. A closer examination of the figures, however, will fail to support this conclusion. As a matter of fact, the percentage of promotions in all of the higher grades is satisfactory; the only grade which falls below par is Grade I of the primary course. Here only 42 per cent of the pupils passed on to the work of the second year. However, a large majority of these pupils are in attendance in barrio schools under poorly prepared teachers, sometimes not supplied with suitable books and not having the benefit of regular and frequent inspection by supervising teachers or superintendents. In view of existing conditions which, by the way, are gradually being remedied throughout the Islands, it is believed that the showing indicated by the above figures is not only satisfactory, but actually gratifying.

#### COMPULSORY EDUCATION.

In various earlier reports the Director of Education has recommended the enactment of legislation which would make school attendance compulsory. The need of such legal provision is still apparent. It is true that the number of pupils attending school in the course of a year is as great as can be well taken care of by the present supervising and teaching corps; as stated elsewhere, the total enrollment for last year was nearly 600,000. The average monthly enrollment, however, was only 427,165, whereas the average monthly attendance was 337,307. The schools are not prepared to handle 600,000 pupils at any one time, but they can with reasonable efficiency, instruct the average number enrolled per month, and this number is nearly 100,000 more than the average attendance. One of the chief causes of failure to accomplish satisfactory results is the irregularity with which pupils come to school, as indicated by the above figures. This condition is not due to an absence of real interest or confidence in the schools on the part of the people, nor does it have an economic basis though it is frequently stated that pupils are needed for work at home during certain seasons. The difficulty really lies in the lack of appreciation on the part of parents and children of the necessity for punctuality and regularity. Under the system, or lack of system, of instruction in the small schools scattered about the Islands in Spanish times, the teaching was individual rather than by class. A child might enter or leave school at choice without serious

interruption of progress. Under the present organization a pupil who is irregular in attendance fails to advance with the other pupils and is demoted. The people are coming to realize the desirability of regular attendance and the unfortunate condition which formerly prevailed is, in a measure, being righted, as a comparative examination of statistics of the various years will indicate. However, legislation upon this matter seems to be essential if prompt and satisfactory results are to be secured. This legislation must be carefully formulated, to prevent the schools being crowded beyond their normal limits and to guard against the working of injustice in cases where the proper place of the child is at home rather than in the school.

#### **PERSONNEL.**

##### **SUPERINTENDING OFFICERS.**

In November, 1909, the then Director of Education resigned his position after many years of active service in this field, in which, by his exceptional energy, his broad outlook upon the work in hand, and his unfailing personal interest in the official and individual problems of the superintendents and teachers, he had won the esteem and affection of the entire personnel of the Bureau. At the same time and after an equal period of service, the Assistant Director of Education resigned, greatly to the regret of his associates. The places so vacated were filled by promotion of the Second Assistant Director to the position of Director of Education and of two division superintendents to the positions of Assistant Director and Second Assistant Director. Three division superintendents have resigned to take up other work in the United States; the superintendent of the Normal School has been appointed acting dean of the College of Philosophy, Science, and Letters. The places left vacant by these resignations and promotions have been filled by the advancement of division superintendents of long service, and in turn their places have been filled by the promotion of those supervisors and principals who were considered most worthy of such recognition. In filling vacancies in these responsible positions great care has been taken to select men who are physically and mentally vigorous, thoroughly interested in the problems of this field and whose records in minor positions have been uniformly satisfactory. Several divisions in which the superintendents are now on leave in the United States are headed by acting superintendents, some of whom have proved their efficiency and are considered eligible for regular appointment when opportunity arises. The present directing and superintending force of the Bureau is indicated in a table in the appendix of this report. As in former years, only men who have qualified in the assistant examination, the highest test of scholarship in this service, may be designated as division superintendents.

## AMERICAN TEACHERS.

The corps of American teachers in the employ of the Bureau at the end of the year was 732. During the year 133 separations of regular and temporary teachers occurred, and 172 appointments were made. Of the present corps, 283 are serving as supervising teachers, each having under his supervision a considerable area, varying greatly in extent, but averaging more than 300 square miles, and having under his charge from five or six to forty or fifty Filipino teachers. The tendency during the past year has been to enlarge the districts of these supervisors and to place upon them greater responsibility than formerly. Some superintendents have recommended that the entire areas of large provinces be divided into comparatively few districts, and the strongest supervisors selected to take charge of these as assistant or deputy superintendents. Such provision has not been approved in full. It is thought to be wise for the American supervisor to confine his attention for the present to a district of such extent that he will be able not only to supervise, but to give considerable actual instruction to teachers and to do some personal teaching for inspection or normal purposes in primary schools. However, as stated above, the districts are growing larger, this generally by reason of the fact that the number of men capable of assuming the responsibility of these positions is limited, and as a rule a good supervisor over a large area can accomplish more than two poor supervisors dividing the same area between them.

With the considerable increase in the number of pupils in advanced grades, there has been a proportionate demand for a larger number of American instructors in intermediate and secondary classes. This has been voiced by division superintendents, but has come generally from the people themselves through their municipal and provincial representatives. A hundred American teachers more than the present number could be assigned to excellent advantage.

The undersigned came into office in November under the conviction that in spite of the real shortage of American teachers, the Bureau could well spare the services of some then in its employ. He requested division superintendents to forward specific comment upon any who were inefficient or out of sympathy with the people or the purposes of the Bureau of Education, or who were living in a manner which reflected discredit upon the organization. As a result, some twenty resignations were requested and submitted at the end of the school year, and a number of teachers whose services were not fully satisfactory were permitted to continue only on probation. It is believed that superintendents and teachers generally understand that any man who is not actually rendering valuable service will not be permitted to remain long in the service

of the Bureau. This policy is to be permanently continued and will be supported by prompt and vigorous action where necessary.

In line with the above, special care has been taken this year in the selection of new teachers. Nearly all those appointed were single men, it being deemed advisable to bring out only such teachers as were available for assignment to any sort of work in any section of the Islands. The qualifications of the new appointees, both in education and experience, are somewhat above the average for the past few years. However, the number of selections is not sufficiently great, and further appointments can not be made because the register has been cleared of all good material.

This leads to a discussion of the system now in vogue in the selection of American teachers in the United States. Under the present arrangement the Director has access to official information as follows: (a) Examination papers; (b) statements of the applicants as to educational institutions attended, degrees secured, positions held and salaries received; (c) vouchers of friends and acquaintances; (d) confidential letters from former instructors and employers; and (e) photographs of the applicants. It is, and always has been, the practice of the Director to review these papers very carefully, and only such persons are selected as appear to be superior in character and qualifications. As a matter of fact, however, out of every group of new teachers arriving from the States there are several, perhaps 10 per cent or even 20 per cent, who are immediately recognized upon their arrival as being incapable of success in this field. The Director appoints from fifty to one hundred and fifty new teachers each year, an average of perhaps a hundred. Of this number at least fifteen would be eliminated by the right sort of personal inspection in the States, and the Bureau would be better off without them even if the positions had to remain vacant. The elimination of this undesirable contingent would mean without question a saving of from thirty to forty thousand pesos a year, and a still further advantage would accrue through the resulting improvement in the reputation and efficiency of the teaching service. Though a certain improvement has been effected, the Bureau of Education in the past has been rightly subjected to criticism because of the uncouthness and simple ignorance of some of its employees. This condition, existing in the biggest Bureau in the Government, constitutes an absurdity which demands a prompt and adequate remedy.

The designation of a high-class representative of the Director of Education in the United States is believed to be a simple and effective means of raising the standard of the personnel of the Bureau. This man, since he would act for and in the name of the Director of Education, must necessarily have the complete confidence of this office and must be thoroughly conversant with the aims and methods of the Bureau

and with the conditions of the life and service in all its departments. Under this system, in the opinion of the undersigned, an eligible register of many hundreds, perhaps thousands, could be established. All appointments being made as a result of personal investigation and inspection, only men and women of superior qualifications would be brought into the service. Through correspondence and by personal interview with the heads of educational institutions and school superintendents, the appointing agent could within a short time build up an acquaintance which would insure the friendly interest and support of men who are in a position to be of most valuable assistance to this Bureau in the betterment of its teaching service. Definite request is about to be made upon higher authority for the approval of the designation of a superintendent to serve the Bureau as above suggested.

#### FILIPINO TEACHERS.

Of the 8,275 Filipino teachers employed, 1,010 received salary from the Insular Government, 7,120 from municipal governments, and 145 were apprentices, working without pay. The average compensation of the Insular teachers was ₱44.66 monthly; of municipal teachers, ₱18.29. The pressure from the field for the appointment of an increasing number of Insular teachers was so great in the two preceding years that the Director was led to designate many temporary teachers, some of whom were without superior qualifications and received small compensation. The undersigned recommended to the special session of the Legislature, convened at Baguio last May, that funds be provided which would permit of paying somewhat larger salaries to the best qualified Filipino instructors and supervisors, it being a part of the same proposition to slightly decrease the total number of Insular teachers by eliminating those who were clearly ineligible to the recognition attendant upon such designation. This recommendation was approved; the total sum formerly authorized for Filipino teachers was increased. The Governor-General has reserved the right, however, to hold unexpended the additional amount until he is satisfied that the finances of the Government warrant its release for the purpose for which it was appropriated. It is presumed that he will release these funds and so enable the Director to make the increases authorized by law, but at this writing he has not yet done so.

Very interesting and valuable data have been gathered from the field as to the attainments, the ability to teach, and the executive ability of Filipino teachers. Comparing these figures with those gathered in other years, it is evident that the Filipino teachers are advancing in efficiency. In the year just ended there were 2,082 teachers of high school grade employed, as against 1,357 of the preceding year, and 6,286 of intermediate attainments, as against 5,806 in the preceding year. Superintendents report 1,087 capable of teaching intermediate grades, whereas

only 779 were so reported a year ago. In this connection, attention is invited to Statistical Table No. 14.

A circular has recently been issued by the Director of Education announcing to division superintendents the policy of assigning Filipino teachers with special preparation, as, for example, those educated in the United States and graduates of the Insular Normal and Trade schools, to the most difficult work which they are presumably capable of performing. This policy has been determined by the great need for teachers in advanced and special work and by the desire to place large responsibilities upon these young men and women and give them the widest possible opportunity to exercise the ability and dispense the knowledge which they are presumed to possess. Those who are found to be incapable of doing the work to which they are assigned will be reduced in position and salary.

#### OFFICE ORGANIZATION.

A distinct advance has been made during the past year in the efficiency of the clerical force of the Bureau both of the General Office and of the field. Reports are prepared with greater accuracy, received more promptly, and tabulated more intelligently than ever before. Correspondence is handled with greater dispatch and with closer attention to field conditions. This advance has been due chiefly to the fact that the clerical personnel, both in Manila and in the provincial offices, has become more stable. Few resignations of capable men have occurred. A more adequate schedule of compensation has been arranged and somewhat larger numbers of clerks have been employed than in former years. At the close of the fiscal year the total number of clerical employees in the thirty-six division offices was 2 Americans and 94 Filipinos. The number employed in the General Office is 18 Americans and 46 Filipinos. As stated above, these numbers represent an increase over former years, but as a matter of fact this increase is by no means proportionate to the growth of the work itself. The number of schools, teachers, and pupils, and the extent of territory covered by the Bureau have passed far beyond former bounds. Recent legislation has placed upon the Bureau responsibility for various important lines of work which in their detail require close attention on the part of the clerical as well as the supervising force. As an illustration of this point, reference may be made to the development of industrial instruction within the past three years and particularly during the last six months. Not only is the General Office giving attention to the introduction of instruction in various industries in primary, intermediate, and trade schools, but it is conducting a systematic investigation of the industrial conditions now existing in all parts of the Islands and collecting as accurate data upon this subject as possible, with a view to the close adaptation of the industrial teaching of the Bureau to the actual needs of the country. This preliminary prob-



VACATION INSTITUTE OF VISAYAN TEACHERS IN SESSION AT THE PROVINCIAL  
SCHOOL, DUMAGUETE, ORIENTAL NEGROS.



PROVINCIAL HIGH SCHOOL, BACOLOD, OCCIDENTAL NEGROS.



Visual Concepts



PROVINCIAL HIGH SCHOOL OF MISAMIS.



ACADEMIC BUILDING OF THE PROVINCIAL HIGH SCHOOL, MALOLOS, BULACAN.



CENTRAL BUILDING OF THE BATANGAS PROVINCIAL HIGH SCHOOL.

Visual Concepts



GIRLS' DORMITORY, HIGH SCHOOL, AND TRADE SCHOOL, TACLOBAN, LEYTE.



THE PROVINCIAL SCHOOL AT SORSOGON.

Visual Geometry



PROVINCIAL SCHOOL BUILDING, BAYOMBONG, NUEVA VIZCAYA.



ENTRANCE OF THE CAPIZ PROVINCIAL SCHOOL BUILDING.



THE APPROACH TO THE PROVINCIAL SCHOOL AT TAGBILARAN, BOHOL.

YANBAL 0804470



INNER COURT, MANILA HIGH SCHOOL.



THE PROVINCIAL SCHOOL AT ALBAY.



Y9A98L1 080704



NEW PROVINCIAL HIGH SCHOOL BUILDING, CEBU.



PROVINCIAL HIGH SCHOOL, SAN FERNANDO, PAMPANGA.

УВАЖАЈЉИ ОБОЖАВАЈЉИ



DAGUPAN INTERMEDIATE AND PRIMARY SCHOOL BUILDING, PANGASINAN.



TONDO INTERMEDIATE SCHOOL, MANILA.

УВАЖЕЊЕ! ОБОЖАВАЈТЕ СВОЈУ



ROMBLON INTERMEDIATE SCHOOL.



INTERMEDIATE SCHOOL, BULACAN, BULACAN.



INTERMEDIATE SCHOOL, LIPA, BATANGAS (RECONSTRUCTED).

Y9A98UJ 09074AT6

STANFORD LIBRARY



OLD TYPES OF FILIPINO SCHOOLHOUSES.

PLATE IX.



YHABALI OROHAT



CENTRAL SCHOOL BUILDING, MALOLOS, BULACAN.



PRIMARY SCHOOL, SANTA ISABEL, BULACAN. (CONSTRUCTED FROM GABALDON FUNDS.)



PRIMARY SCHOOL, PULILAN, QUINGUA, BULACAN. (CONSTRUCTED FROM GABALDON FUNDS.)

УДАРЕЛ ОБОЧИНУ

lem is so great that it may well claim the undivided attention of a large and competent clerical force; a considerable portion of the force of the General Office is now actually so engaged.

Under a reorganization circular of December 4, 1909, the administrative responsibility of the General Office was divided among the Director and Assistant Directors as follows: The Director of Education gives his personal attention to the finances of the Bureau; appointments, promotions, and discipline; courses of instruction; and selection of text-books. The Assistant Director is charged with the supervision of office administration both in the General Office and in the field; the districting of school divisions; assignments and transfers of teachers; review of expense accounts; and the selection of sites and construction of school buildings. The Second Assistant Director is responsible for the selection of general school supplies other than books; the distribution to the field of all school property; and is the representative of the Director in the organization, promotion, and supervision of industrial instruction. All official communications coming to the General Office from teachers or division superintendents are addressed to the Director of Education, but the Assistant Directors are authorized to handle over their own signatures correspondence to supervising officials and employees of the Bureau on subjects pertaining to their respective departments. The detail of the office work, under the general direction of the chief clerk, falls into four divisions, namely, the division of miscellaneous accounts, the division of property supply and audit, the buildings division, and the division of records and statistics. Some idea of the bulk of the correspondence may be derived from the statement that during the past year there were recorded and filed in the General Office approximately 89,500 separate signed communications; during the preceding year 66,949 were recorded.

#### LEGISLATION.

During the year just passed, the Philippine Legislature enacted the following laws relating to public instruction:

Act No. 1960, by the Commission, appropriating ₱110,000 for the support of schools in the non-Christian provinces for the fiscal year 1910.

Act No. 1961, by the Commission, appropriating ₱39,000 for buildings in the non-Christian provinces.

Act No. 1973, by the Legislature, appropriating ₱150,000 to increase the general appropriation for the Bureau of Education for the fiscal year 1910.

Act No. 1974, by the Legislature, amending Act No. 1801 so as to facilitate the securing of title to Government lands for purposes of school construction.

Act No. 1983, by the Legislature, appropriating ₱30,000 for student scholarships in the Philippine Normal School and the Philippine School of Arts and Trades.

Act No. 1984, by the Legislature, appropriating ₱50,000 for teacher scholarships in Insular schools.

Act No. 1988, by the Legislature, appropriating ₱100,000 to aid municipal governments in the construction of central school buildings.

Act No. 1989, by the Legislature, appropriating ₱3,610,000 for the general expenditures of the Bureau of Education for the fiscal year 1911, and providing for the transfer of certain teachers to the accrued-leave status.

Act No. 1992, by the Commission, appropriating ₱215,000 for the support of schools in the non-Christian provinces for the fiscal year 1911.

Act No. 1994, by the Legislature, appropriating ₱30,000 for the construction of school buildings in the non-Christian provinces, and ₱25,000 for buildings and other improvements in the Baguio Teachers' Camp.

Beyond the appropriation of certain funds for specific ends, these Acts embody no significant legislation, with the exception of Act No. 1989, which provides that with the consent of the Secretary of Public Instruction the Director of Education may place certain selected teachers upon an accrued-leave basis. The advisability of this move has been long discussed by the Directors and superintendents. Under the present legislation it is possible to organize special lines of instruction and the work of certain schools, particularly industrial institutions, upon a more stable basis than heretofore. Superintendents of school farms, trade school principals and teachers, matrons of large dormitories, and a limited number of supervising teachers having jurisdiction over large areas will be transferred to the accrued-leave status as consideration of the particular needs of each case may seem to demand such action. A teacher is ordinarily entitled to twelve weeks, or eighty-four days' vacation a year. On accrued leave status, he will get twenty-eight days' vacation leave a year, with thirty days' accrued leave, and must be engaged at least seven hours a day on his regular duties.

#### COURSES OF INSTRUCTION.

During the last school year, the Bureau has been operating under the same primary and secondary courses of study as have been in force for three years past. In July, 1909, however, the Director of Education issued a memorandum circular revising the intermediate courses. This statement is of the greatest significance as indicating the practical trend of the teaching in Philippine schools; in fact it is the normal, though somewhat striking, application to higher grade schools of the principle

of instruction which was earlier introduced in the primary grades, namely, the teaching of the child to know and do such things as will later be of practical value to him.

A slight revision of the primary and intermediate courses has recently been effected; in their briefest outline these courses as now prescribed stand as follows:

#### THE PRIMARY COURSE.

*Grade I.*—Reading, language, numbers, and writing, twenty minutes each, daily. Industrial work, thirty minutes daily; one of the following subjects: (a) hand weaving of native fibers, (b) gardening. Recreation exercises, sixty minutes daily: (a) busy work, (b) singing, (c) calisthenics.

*Grade II.*—Reading, language, and arithmetic, twenty minutes each, daily, and writing and drawing, twenty minutes, three and two times a week, respectively. Spelling, ten minutes daily. Industrial work, thirty minutes daily; one of the following courses: (a) hand weaving, (b) gardening, (c) woodworking, (d) clay modeling, (e) lace making. Recreation exercises, sixty minutes daily: (a) busy work, (b) singing, (c) calisthenics.

*Grade III.*—Reading and language, twenty minutes each, daily. Arithmetic and geography, thirty minutes each, daily. Writing and drawing, twenty minutes, three and two times a week, respectively. Spelling, ten minutes daily. Music and calisthenics, twenty minutes daily. Industrial work, forty-five minutes daily; not more than two of the following courses: (a) hand weaving, (b) basketry, (c) gardening, (d) woodworking, (e) bamboo and rattan work, (f) loom weaving, (g) pottery, (h) sewing: making doll clothes, hemming towels, napkins, pillow-cases, sheets, and mending clothes, (i) lace making and embroidery.

*Grade IV.*—Reading, language, and music and calisthenics, twenty minutes each, daily. Arithmetic and geography, thirty minutes each, daily. Writing and drawing, twenty minutes, three and two times a week, respectively. Spelling, ten minutes daily. Hygiene and sanitation, and government, twenty minutes each, three and two times a week, respectively. Industrial work, a minimum of sixty minutes daily; not more than two of the following courses: (a) hand weaving, (b) basketry, (c) gardening, (d) woodworking, (e) poultry raising, (f) bamboo and rattan work, (g) loom weaving, (h) pottery, (i) domestic science, (j) lace making and embroidery.

NOTE.—Instruction in manners and right conduct is prescribed for all grades of the primary and intermediate courses.

#### THE INTERMEDIATE COURSES.

THE GENERAL COURSE.—(Time required, six hours daily, which allows for eight periods of forty minutes each, ten minutes for opening exercises, and two rest periods of fifteen minutes each or one rest period of thirty minutes. This division of time allows for only one study period a day. However, in some of the subjects a period of forty minutes is sufficiently long to permit of part of the time being spent in preparing, and the remainder in reciting, the lesson. Wherever double periods are prescribed, the work must be continuous through a period of eighty minutes. Two single periods coming in different parts of the day may not be substituted for a double period.)

*Grade V.*—Grammar and composition, reading and spelling, arithmetic, geography, plant life, one period each, daily. Music, three half periods a week. Drawing, two double periods a week. Industrial work, three double periods a week—for boys, advanced instruction in hand weaving, basketry, bamboo and rattan work, or shop work; for girls, domestic science, lace making and embroidery, or hand weaving.

*Grade VI.*—Grammar and composition, reading and spelling, arithmetic, geography, animal life and agriculture, one period each, daily. Music, three half periods a week. Drawing, two double periods a week. Industrial work, three double periods a week—for boys, gardening or shop work; for girls, domestic science; or by special permission of the Director of Education, either lace making and embroidery or advanced instruction in hand weaving.

*Grade VII.*—Grammar and composition, reading and spelling, arithmetic, history and government, physiology and hygiene, one period each, daily. Music, three half periods a week. Drawing, two double periods a week. Industrial work, three double periods a week—for boys, woodworking; for girls, lace making and embroidery, drawn work, or domestic science.

**THE COURSE FOR TEACHING.**—(Time required, same as for the general course. This course, for training of teachers, gives the student one year's work in those native arts which form the basis of the industrial work in the primary schools, and one year's work in agriculture and gardening, which are likewise required primary school subjects and which he must be prepared to teach. Finally, it gives a year during which each student should teach at least one class daily under a critic teacher, and by conference, lectures, and discussions, become familiar with the plan and organization of Philippine education. This course of study pursued by a sufficiently mature student will, it is believed, produce a competent primary school teacher. To give this course necessitates a specially organized primary school in conjunction with the intermediate school.)

*Grade V.*—Same subjects and divisions of time as prescribed for the general course, except drawing, which is mostly free-hand and decorative.

*Grade VI.*—Grammar and composition, reading and spelling, arithmetic, geography, music, same as for the general course. Drawing, free-hand and decorative. Industrial work—for boys, agriculture and gardening; for girls, domestic science.

*Grade VII.*—Academic subjects same as prescribed for the general course. School management and methods of teaching, three periods a week. Practice teaching, one period daily.

**THE COURSE IN FARMING.**—(Time required, six hours daily, to be divided into eight periods of forty-five minutes each. This is, with a few variations, the course of study originally prescribed for the various school farms which are being conducted by the Bureau of Education. The academic studies of this course should be correlated in every way possible with the idea of farm work and farm life.)

*Grade V.*—The academic subjects, with the exception of music and drawing, are as prescribed for the general course. Farm work, three periods daily, including market gardening, plant nurseries, seed selection, poultry-raising, fencing.

*Grade VI.*—Grammar and composition, reading and spelling, arithmetic, and agriculture, same as for the general course. Mechanical sketching, one double period a week. Carpentry, two double periods a week. Farm work, three periods daily, field work on staple crops, fertilization, drainage, and irrigation.

*Grade VII.*—Grammar and composition, reading and spelling, and arithmetic, same as for the general course, excepting that each week one of the double periods assigned to arithmetic is devoted to such exercises as deal with farm accounts of all kinds. Blacksmithing, two double periods a week. Farm work, four periods

daily, continuation of work outlined for preceding grades, with special attention to care, use, and breeding of farm animals.

**THE TRADE COURSE.**—(Time required, six hours daily, divided into eight forty-five minute periods, almost half of which are devoted to work in the shops. Experience has shown that a less amount of shop work than this does not bring the requisite proficiency. Until specially adapted texts are available, the academic work of this course will be done with the same texts as those used in the general course.)

*Grade V.*—Grammar and composition, reading and spelling, and arithmetic, as prescribed for the general course. Mechanical drawing, double period daily. Shop work, three consecutive periods daily.

*Grade VI.*—Grammar and composition, reading and spelling, and arithmetic, same as for the general course. Mechanical drawing, three double periods a week. Shop work, four consecutive periods daily.

*Grade VII.*—Grammar and composition, reading and spelling, and arithmetic, same as prescribed for the general course. Estimating, double period once a week. Drawing, double period twice a week. Shop work, four consecutive periods daily.

**THE COURSE IN HOUSEKEEPING AND HOUSEHOLD ARTS.**—(Time required, six hours daily, divided into eight forty-five minute periods. This course may be offered to girls in the same school as the trade course for boys. It may also be given elsewhere where buildings and equipment permit. The special subjects prescribed for this course are covered in an elementary way in the general course and to some small extent in the course for teaching. In this course they are treated in much greater detail. Reference should be had to the Bureau of Education Bulletin on Housekeeping and Household Arts, as well as to various works in the division libraries dealing with these subjects.)

*Grade V.*—Grammar and composition, reading and spelling, and arithmetic, same as for the general course. Free-hand and decorative drawing, needlework, and weaving, two double periods a week. Cooking and housekeeping, three double periods a week. Hygiene and home sanitation, one period daily. Ethics, one double period a week.

*Grade VI.*—Continuation of the same subjects as those prescribed for Grade V, with the same allotments of time.

*Grade VII.*—Grammar and composition, reading and spelling, arithmetic, same as for general course. Free-hand and decorative drawing, weaving, and cooking and housekeeping, two double periods a week. Needlework, three double periods a week. Physiology, hygiene, and nursing, one period daily. Ethics, one double period a week.

**THE COURSE FOR BUSINESS.**—(Time required, six hours daily, divided into eight periods of forty-five minutes each. The increasing business activity of these Islands occasions an incessant demand upon the schools for young men and women who can speak and write English, keep accounts and use a typewriter. The following course is outlined to meet that demand.)

*Grade V.*—Grammar and composition, reading, arithmetic, geography, same as prescribed for the general course. Hand writing and lettering, one period daily. Spelling and dictation, one period daily. Typewriting, one period daily.

*Grade VI.*—Grammar and composition, reading, arithmetic, and geography, same as for the general course. Bookkeeping, one period daily. Spelling and dictation, one period daily. Typewriting, one period daily.

*Grade VII.*—Reading, arithmetic, geography, history and government, same as prescribed for the general course. Business correspondence, one period daily. Bookkeeping, one period daily. Typewriting, one period daily.



## SECONDARY COURSE.

As indicated above, this course is pursued throughout the four years in the various high schools of the Islands upon the same basis as formerly. At the present time it is undergoing revision, particularly with respect to the four years of English, second and third year science, and fourth year economics and colonial government. Prior to the beginning of a new school year this course will be issued, modified in such manner as to bring it much nearer to the life needs of the young men and women devoting their time to it. At present the course stands as follows:

*First year.*—English language and literature, general history, algebra, botany, and Latin or Spanish.

*Second year.*—English language and literature, medieval and modern history, algebra, plane geometry, zoölogy, agriculture, and Latin or Spanish.

*Third year.*—English literature, composition and rhetoric, United States history, plane geometry (with solid geometry optional), geography, geology, and Latin or Spanish.

*Fourth year.*—English literature, composition and rhetoric, colonial government and administration, elements of economics, and physics (with trigonometry optional).

This general course is modified in its outline in certain special schools to conform to the aims of those institutions. The course of the Philippine Normal School, while similar in standard to the general high school course, gives preparation for the life work of teaching. The course in business of the Philippine School of Commerce prepares for office and commercial work. The secondary instruction offered in the Philippine School of Arts and Trades is coördinated with the shop work of that institution.

## TEXT-BOOKS AND BULLETINS.

In the early days of the educational work in the Philippines, the only English text-books available for school use were such as are ordinarily employed in public schools in the United States. They were admirable books for use in the field for which they were designed, but wretchedly ill adapted for the instruction of the boys and girls of these Islands. The seriousness of this problem will not be appreciated by one who has not made an examination of these texts for the purpose of noting the amount and character of material included within their covers which is foreign to the thought and activities of Filipino children. The primers and readers have much to say of the changes of seasons of a temperate country, and of fruits and flowers and birds which have never been seen or heard of here; of a home life and social customs which are beyond the experience and comprehension of children of the Tropics. The arithmetics deal with weights and measures unknown in the Orient; their problems are based on the buying and selling of products in which these pupils have no interest. The geographies are

descriptive of North America and the States of the Union; they ignore the home of the Filipino and give scant treatment to the Orient in general. The histories deal with America and Europe, making no mention of the Philippine Islands, and little of China, Japan, and Malaysia. The texts on nature study and plant and animal life tell the child of a vegetation and a fauna which are as strange to the Filipino as German script is to a boy or girl in an American primary school.

The Bureau was under the necessity of developing as promptly as possible a complete series of primary text-books, and this it proceeded to do, chiefly through the agency of competing book companies. A large number of books were prepared and submitted for adoption. These were purchased in varying quantities. Some of them were hasty revisions of American texts, others were built up by careful study of the exact conditions obtaining in the Philippines. Only one or two companies made a real business of determining the needs of the Bureau and preparing books which might be of permanent value here. However, in course of years, by process of selection of the best books presented, the Bureau has finally secured a consistent system of primary texts, well printed, well illustrated, strongly bound, attractive in general appearance, and admirably adapted to the experience and needs of the Filipino children. Several very excellent intermediate books have also been prepared. These special Philippine texts include a reading chart, chart primer, first, second and third readers, a series of arithmetics in four volumes, two primary language books, a manual for Filipino teachers, a spelling book, a geography primer and advanced geographies, an elementary grammar and composition and an advanced book in the same series, a text on plant life and one on agriculture, a history of the Philippines and a study of Philippine government, a primer of sanitation, a physiology, and several supplementary reading books.

During the past year, the need for other texts and manuals in certain special lines of work has been evident. Pursuant to this demand, several bulletins have been issued, or are in process of preparation or final review, their titles being School and Home Gardening, Free-hand and Mechanical Drawing for Intermediate and Trade Schools, Embroidery and Lace Making, A Manual of Domestic Science and Household Arts, A System of Accounting for Trade Schools and Industrial Classes, Constructive Lessons in English for Intermediate Grades, The Bureau of Education Service Manual, Standard School-house Plans, and Civico-Educational Lectures. Most of these bulletins have been the subject of repeated review and extended consultation by committees of superintendents and teachers best qualified for their preparation.

## INDUSTRIAL INSTRUCTION.

## THE PROBLEM.

The most important piece of work to which the Bureau of Education has addressed itself during the past year has been the organization, promotion, and proper supervision of industrial instruction. There has long been prevalent in the Philippines an impression among influential men, and particularly among Americans, that the schools were not sufficiently practical in purpose; that the school system was not organized upon such a basis as to promote the material welfare of the country. The expression of this feeling resolved itself into a general criticism of the work of the Bureau, but offered no practical suggestion as to how conditions could be bettered. Men not closely in touch with the problems of school organization may be, and doubtless frequently are, in a position to observe the ill effects of an inadequate system, but they seldom appear to be able to give more than vague and indefinite advice as to what should really be done and how to do it. It devolves upon the school administration, and properly so, to work out that problem for itself.

Here in the Philippines, while various lines of industrial work have been introduced into the schools in the past, the present administration, with the effectual assistance of a large portion of the field personnel of the Bureau, has been devoting itself to the formulating and putting into operation of a program of industrial instruction which shall be at once logical in its sequence from grade to grade and in close harmony with the industrial needs of the country.

There is much talk nowadays in the United States about industrial education; state legislatures go through the form of enacting laws establishing such instruction in their various commonwealths; municipal governments make ample appropriations for manual training schools; it is the commonly accepted idea that the schools should prepare the boy and girl in a practical way for the industrial and commercial life which they are later to enter, and most people seem to have the impression that great advance has recently been made in this line. "Industrial education" has become a popular catchword; theoretically, everyone believes in what that expression is supposed to represent. Legislatures, school boards, and superintendents are advocating industrial teaching, and doubtless believe that they are actually doing something in the way of promoting it.

As a matter of fact, an examination of educational statistics indicates that comparatively little has as yet been done. The current impression that a system of industrial instruction has been established in the United States is erroneous. The number of pupils who are getting any hand

training which will be of value to them in after life is as nothing compared to the total enrollment in American schools. Superintendents and teachers who have really worked out in their own minds a system of instruction which fits present-day conditions are few indeed. What has been done by school authorities has been perhaps with a view to the satisfying of popular clamor, avoiding of criticism, and appearing to be up-to-date in educational methods, rather than to the inaugurating of any systematic plan or policy for the permanent adaptation of the teaching of the school to the life conditions of the community. Some of the smaller children have been taught to make fancy baskets of rattan imported from the Indies and raffia from Madagascar; a small percentage of the boys of advanced grade in large cities have been enrolled in "manual training schools," and there taught to make a limited variety of simple articles for house use and decoration; a few of the girls have been taught to sew, and have been gathered into model kitchens, where they have learned something of cooking, by the use of equipment which only too frequently is far beyond the means of the average home.

There are established in the States many very excellent higher technical schools—colleges of engineering and agriculture; but these, by reason of their advanced grade, are open to no larger percentage of the boys than are the academic colleges and universities. In the entire public school system of America there is practically no technical instruction whatever designed to fit a boy to become a more skillful artisan or craftsman or farmer than he could be without such training.

Some of the countries of Europe, notably Germany, have gone far beyond the United States in developing adequate systems of industrial teaching; but even those countries realize that their work in this line is still far from meeting the actual requirements, and they are deeply and actively concerned in intelligent and progressive revision of their present systems.

The purpose of the foregoing is merely to emphasize the point that the establishment of industrial instruction in the Philippine Islands or anywhere else, is not a simple operation. Never before in history was a practical educational system built up among a tropical people. The process must be one of evolution through constant experiment and adjustment. No ultimate results can be accomplished in a moment or in a year, nor can the adequacy or inadequacy of a policy or a system be determined offhand.

#### WHAT HAS BEEN ACCOMPLISHED.

For several years past, various lines of industrial work have been officially prescribed for primary and intermediate classes in the Philippine Islands, and much has been done in all school divisions pursuant

to these requirements. A statement issued in December, 1909, is here quoted, as indicating what had been done by the Bureau of Education in the way of industrial instruction up to that time:

The Philippine School of Arts and Trades in Manila and thirty-five provincial trade schools and manual training schools have been equipped with adequate sets of woodworking tools, twenty-three of them have been supplied with machinery outfits and several have been provided with ironworking equipment. Thousands of pupils have been receiving regular instruction in these shops. In most cases important results have been accomplished, and in two or three striking instances these institutions have developed into well-organized business enterprises. Tool work in wood is gradually being introduced into fourth grade classes of the primary schools, with the purpose of ultimately extending this instruction to all such classes in the Islands.

School gardening is prescribed for every primary school. In most divisions a serious attempt has been made for a couple of years past to meet this requirement of the course of study. In some provinces the daily food supply of the people has been materially increased and improved through this agency. Agricultural work on a larger scale has been undertaken in a few cases, but as yet with slight success.

Every girl receives instruction for from two to five years in plain sewing and cooking. In certain divisions, notably the city of Manila, embroidery and lace making have been undertaken in the primary schools with marked success. The means of earning a good livelihood are so put into the hands of many girls. The schools of Manila have done a valuable piece of work in establishing school kitchens and lunch counters where wholesome and nutritious foods are daily prepared for sale to the students, all service in this connection being rendered by the pupils themselves.

Instruction in the making of hats from bamboo, buri, and sabutan is provided in several hundred schools. Steps have recently been taken to give general distribution to the last-named fiber, which is probably the most valuable in the development of this Philippine industry. Most primary schools have given much attention to the weaving of baskets, mats, fans, and household ornaments and conveniences.

Instruction in loom weaving is offered in many schools, notably in the mountain districts, in the Ilocano country, and in the Philippine Normal School. The Trade School has turned out about 70 weaving looms of improved model and these have been distributed to the capitals throughout the Islands for duplication in the provincial school shops.

Pottery work has been undertaken in a simple way in various localities and now, with a view to larger and more valuable results, a kiln has been constructed at Santa Cruz, Laguna, where pottery making will be undertaken in connection with the Trade School. Other similar plans are projected.

It was then recognized that all the efforts of the Bureau in industrial lines had to that date been experimental, and its policies tentative. Each province has had to work out its own plans independent of assistance or supervision from headquarters. A more effective organization was considered essential and a department was established in the General Office under the supervision of the Second Assistant Director

of Education for the purpose of organizing, promoting, and supervising industrial training in all Philippine schools. The following statement was at that time issued, advising the field as to the means that would be employed to promote the ends of this department:

(1) Detailed information on what is now being done in the schools throughout the Islands will be gathered in the General Office from all divisions. Notably successful industrial work of whatsoever character will be described in reports and illustrated pamphlets, printed and distributed for the information and inspiration of the entire field.

(2) The General Office will accumulate and promulgate data as to the sources, cost and uses of materials serviceable in industrial classes, and will also furnish information as to the marketability of school products.

(3) A corps of industrial supervisors and inspectors will visit the schools of all provinces for the purpose of instructing, advising, and assisting teachers. These supervisors will be recruited from among superintendents and teachers who have applied themselves most successfully to the problems of industrial instruction.

(4) A consistent and determined effort will be made to develop efficient industrial teachers. Something has been done already in this line in the Trade School and Normal School in Manila, and in the provinces of Pangasinan, Iloilo, Tarlac, Pampanga, and Nueva Ecija. Hereafter, the Insular schools will be dedicated more exclusively to the training of special teachers, and furthermore, each school division will be expected to develop by its own effort a corps of teachers for industrial work.

(5) Teachers and supervisors attaining marked proficiency in industrial lines will be considered eligible for special recognition in points of favorable assignment and compensation.

It is not desired that anyone shall infer from the above that the school system as heretofore constituted is being revolutionized. While instruction along purely academic lines is now considered as being of relatively less importance than formerly, still the work of giving the people a primary education in the English language will continue to be the chief function of this Bureau. The academic course of study is not undergoing any radical modification; on the contrary its requirements, with appropriate revision from time to time, will be insisted upon. The results of experiment conducted in the various lines of industrial instruction will determine in a large degree the direction to be taken by future endeavor in the general scheme of education, but any consequent alteration in the requirements will be considered as an amplification of the course of study rather than an indication of a change of policy. The undersigned is convinced that the Bureau of Education is in a position to do a most notable piece of work in the promotion of industrial instruction throughout this school system. The Filipino people generally are perhaps more interested in and more hopeful of beneficial results from this phase of our work than from any other. The time seems to be ripe for large returns.

## THE PRESENT SITUATION IN THE PHILIPPINES.

The school enrollment in primary and intermediate grades for the month of February, 1910, was 445,826, of whom 381,878 were engaged in some form of industrial work. Of this number, 214,054 were receiving instruction in hand weaving; 3,741 in loom weaving; 69,311 in gardening and other agricultural work; 12,461 in woodworking; 270 in iron working; 46,570 in bamboo working; 613 in pottery; 16,460 in domestic science and household arts; 40,840 in miscellaneous industries, and 128,119 first and second grade pupils were occupied in various kinds of busy work which bear a direct relation and lead normally to the practical hand work of higher classes. A large proportion of the pupils were of course engaged in more than one of these lines. In this connection see Statistical Tables Nos. 21 to 28 in the appendix of this report. Also note the present courses of study as outlined on pages 18-22.

From the above it will be observed that considerable progress has been made in the introduction of industrial instruction. The present effort is in the direction of putting method and purpose into this teaching. So far as possible, the hand work of every school is being commercialized; instruction in the minor industries will have in view the training of the pupil to make always a serviceable and salable article. The aim is to operate every trade school and every school farm on a business basis. Hand work doubtless has considerable educative value in itself as a class exercise; but the present policy of the Bureau of Education in this connection is not so much to secure mere pedagogical results as it is to make the relation between this instruction and everyday industrial life as immediate and evident as possible.

## GENERAL DIVISIONS.

Industrial work of the schools as at present organized falls into four general divisions; namely, minor industries, gardening and field agriculture, trade and manual training work, and housekeeping and household arts. Some of these lines are followed through the several years of the elementary course. By reason of the expensiveness of equipment necessary in certain branches of the work and the lack of a sufficient force of trained teachers, the standard of instruction has not been fully attained or the desired results accomplished. However, in view of all conditions, the recent advance has been very satisfactory.

*Minor industries.*—The opportunity for doing an interesting and original piece of work is perhaps greater in the development of local native industries than in any other line. Hand weaving can be undertaken by the pupils at a very early age; even those enrolled in first grades may learn to make articles of real value. The possibilities of Philippine fibers are quite unknown. Unlimited quantities of various straws, grasses,

and sedges, and different varieties of rattan and bamboo are available almost everywhere; abacá, magney, cotton, piña, kapok, coir, cabo-negro, pasao, buri, balangot, and ticog can be obtained by little labor and frequently with no expenditure of money. Articles of simple workmanship may be produced from these common materials with wide opportunity for the exercise of taste in selection. Baskets of bamboo and buri can be made even by the youngest pupils. Through the normal progress from simple to more difficult weaves and patterns pupils proceed to the manufacture of hats, mats, slippers, book covers, book satchels, baskets, hand bags, trays, hammocks, picture frames, curtains, cushions, and other useful and salable products. It is believed that in time this plan will result in the development of a large body of skilled workers who will be able not only to improve the facilities and attractiveness of the home, but also to promote local industries which will enter into the world's trade.

As an illustration of the possibilities of this situation, attention is invited to the hat-making industry as it now exists in the Philippines. Four valuable varieties of hats are manufactured—the Buntal, the Sabutan, the Baliuag, and the Calasiao—all of which require the exercise of great patience and skill in their making. They are made from fibers which are common throughout the Islands, but each variety of hat is produced in only a single community or within a restricted area. From the statistics at present available, it seems that the Buntal hat comes only from Lucban and one or two other towns of Tayabas; that the Sabutan hat is produced only in certain towns of Rizal and Laguna; that the Baliuag hat is made almost solely within the limits of Bulacan; and that the Calasiao hat comes only from the town bearing that name in Pangasinan and from Pototan, Iloilo. All of these hats, if made in acceptable styles, would find an enormous market in the United States. A single Manila dealer has recently received orders for a million Philippine hats. He is absolutely unable to fill these orders in any measure, simply because the product is inadequate in quantity. In 1909, 621,375 hats were exported from the Islands; but only 189,190 of these went to the United States, and nearly all of them were of most inferior grades. The public schools are giving constant attention to this matter of hat weaving, and there is no question that within a comparatively brief period the number of persons skilled in this art may be so increased as to materially affect the trade of the country.

*Gardening and field agriculture.*—Gardening is prescribed for every primary school. In nearly all divisions a serious effort has been made to meet this requirement and an increase in the number of school gardens has resulted, 1,684 being reported for the year—an average of about 50 for each province. Among the varied products are corn, gabi, colis, onions, tomatoes, radishes, eggplants, beans, peppers, sweet potatoes, lettuce, cabbage, garlic, squashes, and pechay. While both native and imported seeds have been used, it is the policy to employ the former



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of instruction in the several processes of silk production, and mulberry cuttings have been, and are still being, sent by that Bureau and the Bureau of Agriculture to favorable points in various parts of the Islands for planting. At the Batac school farm a substantial building with cement floor has been constructed for use in this connection, and the necessary racks, trays, and other equipment have been provided. Five hundred mulberry trees are growing on the premises. In Cavite, Cagayan, Cebu, Pampanga, and Pangasinan this industry is also receiving attention in the schools.

This Office has been strongly urged by prominent Americans and Filipinos to establish numerous new school farms. The importance of instruction in agriculture is fully recognized and there is no doubt that this will be one of the most valuable lines of activity of the Bureau of Education in future years. It is a fact, however, that we are only just now coming into a knowledge of how to conduct these institutions. Large sums which have been expended in the past on government agricultural projects have resulted in only small returns, because the persons handling the work were not practical in method and purpose. The Bureau of Education recognizes as one of its legitimate functions the teaching of practical agriculture, but this is not an experimental Bureau. It is not our business to undertake to demonstrate, when there is any doubt as to the successful result of the demonstration. As to what to plant in this country and how to plant it, care for it, and harvest it, the Bureau of Education may properly, and does, look to the Bureau of Agriculture for advice and instruction. The Bureau of Agriculture is the agency of the Government which is supposed to understand best all the difficulties of this peculiar situation and to be best able to advise as to how those difficulties may be met in a practical way.

*Trade and manual training schools.*—During the past year a somewhat close distinction has been drawn between the terms “manual training school” and “trade school.” The former is an institution devoting itself primarily, or at least largely, to the training of the hand as supplementary to the training of the mind. It develops a certain manual dexterity for the effect which such training has on the mind and character of the student, rather than for the purpose of enabling him later to earn a livelihood; its aims are cultural rather than practical. The trade school, on the other hand, is established for the sole purpose of developing skilled workmen. The Bureau of Education believes that the trade school is the type of institution needed here rather than the manual training school. As rapidly as possible, the woodworking shops connected with provincial high schools are being reorganized and established as practical institutions upon a business basis. The trade school at Iloilo is typical of what the Bureau is undertaking in this line. It is a self-supporting institution where students earn enough to support themselves while securing their training, by manufacturing

articles of commercial value. House building has recently been added to the course of instruction of that school, and certain advanced pupils are now constructing under contract a bungalow to cost about ₱3,000.

Preliminary and preparatory to the work of both these classes of instruction is tool work in the primary grades. The number of primary schools in which woodworking was offered during the past year was 158, with 6,335 pupils engaged in the work. In Pangasinan 29 primary schools gave a course in woodworking; in Occidental Negros, 21; in Albay, 19; in Laguna and the Mountain Province, 10 each. It is the purpose to ultimately introduce it into all higher primary grades throughout the Islands. In the intermediate grades the boys are required to complete a series of prescribed exercises in woodworking. When a measure of proficiency has been attained, school furniture and equipment for the home are commonly manufactured.

There are now 35 provincial trade and manual training schools equipped with woodworking tools; 25 of these have been supplied with woodworking machinery, a few are provided with blacksmithing outfits, and one with a small set of ironworking machinery. These equipments are sufficiently complete to warrant the placing of the schools upon a commercial footing when the pupils have reached the required standard of proficiency and provincial funds are available for the support of the institution upon the preferred basis. Some 6,126 boys received regular instruction last year in these institutions.

*Housekeeping and household arts.*—In the primary course instruction in so-called "domestic science" includes elementary sewing and an introduction to the cooking of simple dishes of the country upon native stoves. This instruction was given last year in 527 schools to 12,603 girls. Lace making and embroidery have recently been added to the course of study as optional subjects. These latter industries are believed to be susceptible of very extensive and profitable development in this country. Many of the women and girls throughout the provinces have received some instruction in these lines in the convents. Because of their great natural aptitude for this sort of work, their patience, and delicacy of execution, the Filipino women are considered among the most skillful workers in the world in these arts, their product being classed by experts as even superior to that of the French and the Swiss. These are essentially household arts, however, carried on independently under crude conditions, without system, and frequently following ancient models with no attention to modern demands. The work needs to be systematized; the girls instructed with reference to modern styles, and trained to use suitable materials. Indeed, much has already been accomplished in this direction in the schools of Manila, Albay, and one or two other divisions.

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**PRIMARY SCHOOL ERECTED BY IGOROTS AT DAKLAN, BENGUET.**



**BUILDING OF SPANISH TYPE, OCCUPIED BY THE CENTRAL PRIMARY SCHOOL OF ROMBLON.**

YASU GOMATE



**SATISFACTORY TYPE OF BARRIO SCHOOL BUILDING ERECTED IN OCCIDENTAL NEGROS AT A COST OF FROM P250 TO P300.**



**CENTRAL SCHOOL BUILDING, CALUMPIT, BULACAN, ERECTED BY THE MUNICIPAL PRESIDENT AT A COST OF P7,084. (SIMILAR BUILDINGS HAVE IN OTHER PARTS COST P16,000.)**



**CENTRAL PRIMARY SCHOOL BUILDING OF LA CARLOTA, OCCIDENTAL NEGROS.**



WASH DC



CENTRAL SCHOOL OF DARAGA, ALBAY. (RECONSTRUCTED FROM GABALDON FUNDS.)



GIRLS' DORMITORY, ILOILO PROVINCIAL SCHOOL.

1900-1901



**TWO BUILDINGS OCCUPIED BY THE GIRLS' DORMITORY, PHILIPPINE NORMAL SCHOOL.**



**ON THE VERANDA, PHILIPPINE NORMAL SCHOOL DORMITORY.**

УРАЛСКОЕ ОБЩЕСТВО



**TWO BUILDINGS OCCUPIED BY THE GIRLS' DORMITORY, PHILIPPINE NORMAL SCHOOL.**



**ON THE VERANDA, PHILIPPINE NORMAL SCHOOL DORMITORY.**

STANFORD UNIVERSITY



INTERMEDIATE SCHOOL BUILDING, BINALONAN, PANGASINAN.



MUNICIPAL SCHOOL, SAN MIGUEL, BULACAN.



NEW INTERMEDIATE SCHOOL, CAMILING, TARLAC.



WALL



THE SILK HOUSE AT THE BATAC SCHOOL FARM, ILOCOS NORTE.



DOMESTIC SCIENCE HOUSE, PROVINCIAL SCHOOL, DUMAGUETE, ORIENTAL NEGROS.

STANFORD LIBRARY



AGRICULTURE BUILDING, BATANGAS PROVINCIAL SCHOOL.



TRADE SCHOOL AND HIGH SCHOOL BUILDINGS, CEBU.



AGRICULTURE BUILDING, PROVINCIAL SCHOOL, OCCIDENTAL NEGROS.

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PROVINCIAL MANUAL TRAINING SCHOOL, TACLOBAN, LEYTE.



TRADE SCHOOL BUILDING, BATANGAS.



THE NEW BUILDING FOR THE MANUAL TRAINING DEPARTMENT OF THE  
PROVINCIAL SCHOOL OF BULACAN.

YSA 981 08071472



**BOYS OF THE PHILIPPINE SCHOOL OF ARTS AND TRADES, AND THE BUILDING  
ERECTED BY THEM FOR THE BUREAU OF EDUCATION EXHIBIT AT THE 1910  
CARNIVAL.**



**SHOP BUILDINGS, PHILIPPINE SCHOOL OF ARTS AND TRADES.**



YASRII 0800-11



**MANUAL TRAINING SCHOOL AT LUCENA, TAYABAS.**



**COTTAGE UNDER CONSTRUCTION BY PUPILS OF ILOILO TRADE SCHOOL, 1910.**  
(COST, ₱3,000.)



**MANUAL TRAINING SCHOOL, BACOLOD, OCCIDENTAL NEGROS.**

# YRABALI QOQMATI



MANUAL TRAINING BUILDING OF TARLAC.

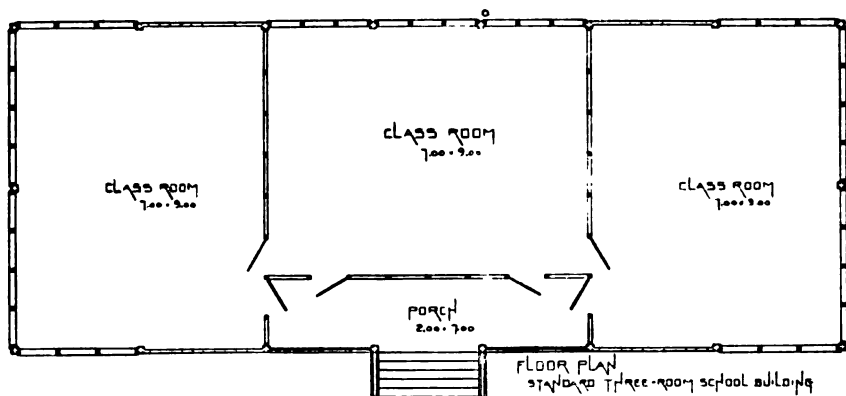
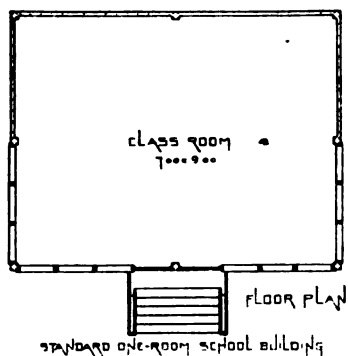


MANUAL TRAINING SCHOOL OF DUMAGUETE, ORIENTAL NEGROS.



MANUAL TRAINING SCHOOL, LAOAG, ILOCOS NORTE.





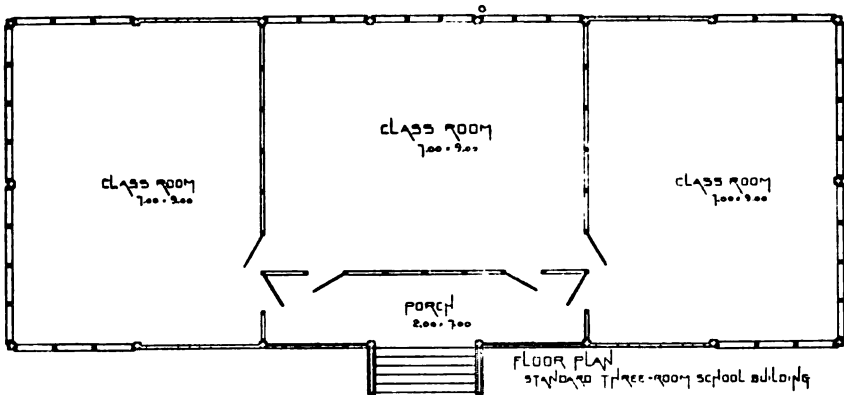
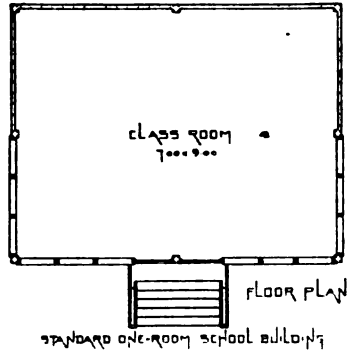
STANDARD BUREAU OF EDUCATION SCHOOL BUILDINGS ARE OF REINFORCED CONCRETE, WITH IRON ROOF AND SHELL WINDOWS. DIMENSIONS ARE STATED IN METERS.

PLATE XXIII.

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year 1981

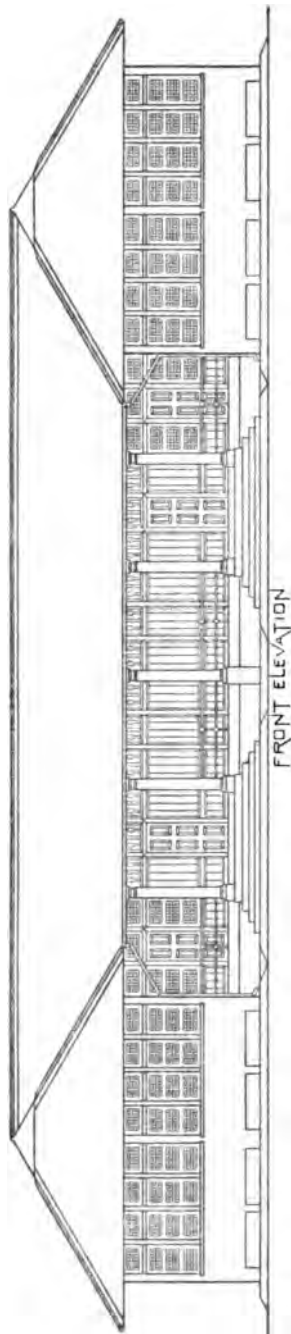


STANDARD BUREAU OF EDUCATION SCHOOL BUILDINGS ARE OF REINFORCED CONCRETE, WITH IRON ROOF AND SHELL WINDOWS. DIMENSIONS ARE STATED IN METERS.

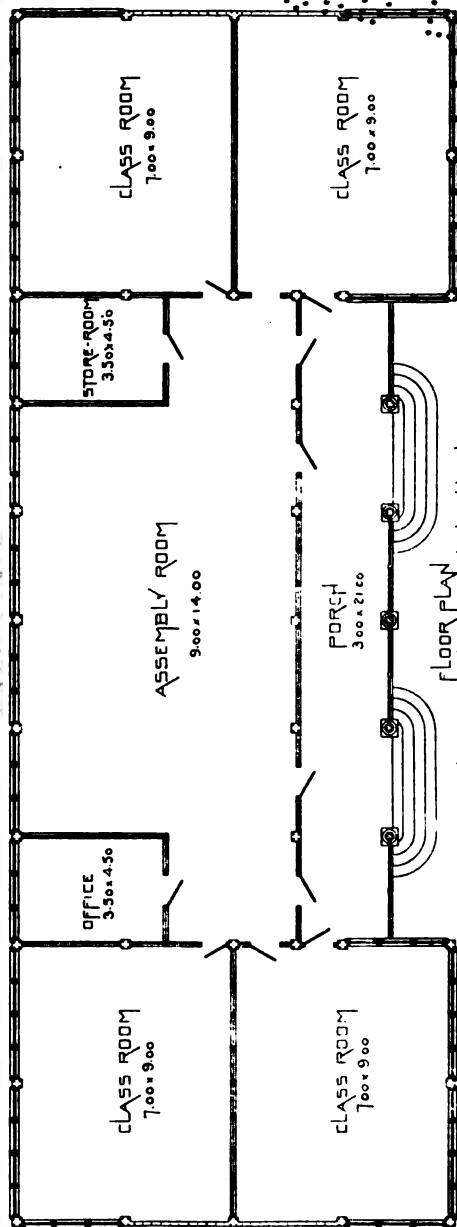
PLATE XXIII.



YSAALI 0804



FRONT ELEVATION



FLOOR PLAN  
STANDARD SEVEN-ROOM SCHOOL BUILDING

STANDARD BUREAU OF EDUCATION SCHOOL BUILDINGS ARE OF REINFORCED CONCRETE, WITH IRON ROOF AND STEEL WINDOWS. DIMENSIONS ARE STATED IN METERS.

PLATE XXIV.

other than teaching. Courses were established in preparation for the study of medicine, law, engineering, agriculture, and nursing, as well as for entrance into general collegiate work. In this field the institution doubtless served a good end, as there was no other school in the Islands devoted to the preparing of students for these various professional studies. But that school, which should have been the most to be depended upon for improving the character of the teaching force, reached such a state that its graduating classes included very few pupils prepared for teaching and large and increasing numbers who were expecting to engage in other pursuits. The legitimate function of the Normal School was in a measure lost sight of; it became divorced from other departments of the Bureau to such an extent that division superintendents and teachers throughout the Islands found that they could not at all depend upon it for the training of native assistants.

In effecting the needed reorganization, the Normal School proper, with its primary and intermediate training departments, its industrial classes for young men and women, and its academic work of high school standard, was set apart as an independent institution with its separate corps of teachers, whereas the large number of special students were grouped under another organization and faculty, known as the Junior College. Only such students were continued in the Normal School as were definitely intending to devote their lives to teaching, and the instructors were advised to turn their whole effort to the proposition of improving the native teaching corps of the Bureau. The field has been brought into touch with the school, which, as reorganized, now constitutes a far more effective department of the Bureau of Education than ever before.

The Girls' Dormitory of the Philippine Normal School has prospered throughout the seven years of its existence. The little group of girls entering this institution in 1903, have, of course, long since separated from the student body of the school, but their places have been taken by increasing numbers to the present time, when the enrollment in the dormitory has reached 170. In this number are young women from nearly every province in the Islands, representing a dozen different races and many classes of society, but all enjoying the benefits of a happy and very helpful home life. The institution has the confidence and support of everyone. Its influence for good, as carried by scores of young women to their various homes throughout the Islands, is beyond the possibility of calculation.

The Philippine School of Arts and Trades, an Insular institution coördinate with the Normal School, has likewise experienced a growth in the past year, but it has not been subjected to any general reorganization. It comprises departments of bench woodworking, machine wood-

In the intermediate course instruction in housekeeping and household arts was given in 117 schools to 3,857 girls. The course includes sewing, cooking, house sanitation, use of disinfectants, introduction of new and better food elements, care of the sick, and care of infants. In several provinces model homes have been constructed in connection with the provincial high schools, and theoretical instruction in housekeeping has been given in connection with actual training in household duties.

Two practical instruction bulletins—one a manual on housekeeping for use in intermediate grades and the other treating of lace making and embroidery—are in course of preparation and will soon be available for general use.

#### INDUSTRIAL TEACHERS.

The corps of American teachers in manual training and trade schools is somewhat larger and more efficient than it was a year ago, and the teachers of domestic science have also increased in number and in familiarity with the requirements of the service. It is desired to make this American force as stable and permanent as possible. However, as the various lines of industrial instruction have developed, the need for an increased corps of Filipino assistants has become urgent and this need will be constantly more pressing in the future. Instruction in the minor industries can be generally introduced into primary schools only through the medium of trained Filipino teachers. The work of manual training and trade schools and domestic science classes must be exceedingly limited in scope if it is to be handled by Americans only. One of the most important obligations of the Bureau at the present time is evidently the training of Filipino teachers in these special lines. The Philippine School of Arts and Trades, the Philippine Normal School, the various industrial schools throughout the Islands, and the annual teachers' institutes in all divisions are making it one of their chief aims to accomplish this purpose as speedily and efficiently as possible.

#### SCHOOLHOUSE CONSTRUCTION.

Schoolhouse construction in the Philippines has passed the stage of experiment; it is believed that the system as now planned, with roomy, hygienic, permanent buildings, attractive in style of architecture and easy of imitation, is the best that could be offered the people of this country.

Practically all of the 1,100 school buildings erected under the Spanish régime were constructed in a style familiar in all the provinces—a long, low, one roomed rectangular affair, with four heavy walls, a roof of tile or nipa, floor of tile or earth, and barred windows. Many of these old structures have been remodeled into serviceable school buildings:

## CONVENTIONS AND ASSEMBLIES.

The Teachers' Vacation Assembly with its camp in the Baguio hills, has become an established institution. In March of 1910 the grounds were put into first-class condition and all possible preparation was made for the successful opening of the camp, which occurred on April 4. The session of the assembly proper began on April 11 and closed on May 7, but the camp was not broken until May 21. During the session 215 superintendents, teachers, and others connected with the Bureau enjoyed the benefits of the invigorating climate of this mountain country and of the lectures, entertainments, and conferences which made up the program of the assembly. Classes were conducted by competent instructors in lace making, embroidery, science of education, Spanish, and Philippine history. Probably the most valuable feature of the year's session was comprised in the series of conferences of supervising teachers, high school principals, and industrial instructors. There have been in former years conventions of division superintendents, in which the problems of the field have been discussed by them and the Directors of Education from the standpoint of the superintending and directing force. Opportunity for discussion of these problems by the teachers themselves was never before officially offered, however. Most of the conferences were largely attended; the benefits both to the instructors and to the Directors present were of undoubted value. Some of the topics considered were:

## I. Supervising teachers, April 18-23, 1910.

- (a) School buildings.
- (b) The teacher's status, accrued leave, travel, expense accounts.
- (c) The office work and correspondence of supervising teachers.
- (d) Property.
- (e) How much teaching should be done by supervisors.
- (f) School organization.
- (g) Gardening and industrial work.
- (h) Athletics.
- (i) Teachers' classes and correspondence courses.
- (j) Relation with community.
- (k) Lesson plans, etc.
- (l) Discipline.
- (m) Village improvement.
- (n) Literary societies.
- (o) School library.
- (p) Moral training.
- (q) School age.
- (r) Relations with other Bureaus.

## II. Industrial teachers, April 25-30, 1910.

- (1) Primary industrial work.
  - (a) Systematized busy work.
  - (b) Woodworking.
  - (c) Native industries.
  - (d) Domestic science, school kitchens.

It will provide 25 class rooms and 5 laboratories, in addition to auditorium, study hall, and administration offices.

A large amount of construction has been made possible by Act No. 1801 of the Philippine Legislature, passed on December 20, 1907, appropriating the sum of ₱1,000,000 for primary school buildings throughout the Islands. For several reasons, considerable delay was experienced in making this piece of legislation effective. Special plans and specifications had to be prepared with a view to securing the greatest possible utility obtainable within the limits of this law; the sites for proposed buildings had to be surveyed and the titles registered before any extensive improvements at public expense could be begun. The matter of survey and registration caused the greater delay. Many of the sites were in out-of-the-way places, difficult of access to surveyors; and the applications for registration had to await their turn in the Court of Land Registration. The task of giving publicity to the provisions and requirements of this Appropriation Act and of instructing the municipal officials in the proper course of action for obtaining aid, fell upon the division superintendents and supervising teachers, and was so handled that the fund appropriated has been widely distributed. Data on the actual and proposed schoolhouse construction under this Act appear in the statistical tables of this report.

To secure an allotment, Act No. 1801 requires that a sum equal to one-half of the amount apportioned from Insular funds be made up from municipal resources. As a matter of fact, the municipalities have far exceeded the required municipal donation. At the close of the fiscal year ending June 30, 1910, a total of ₱852,800.07 had been allotted or had been set up for allotment, on projects ordered constructed or pending complete information, and these insular allotments were augmented by municipal donations to the amount of ₱744,838.90, resulting in a grand total of ₱1,597,638.97 for schoolhouse construction from the provisions of Act No. 1801.

When this appropriation has been expended there will have been erected over three hundred modern school buildings, of permanent construction, perfectly adapted to the climatic conditions of the Philippines—a system extending throughout the Archipelago, from the capital to remote barrios.

#### INSULAR SCHOOLS.

The Philippine Normal School has undergone reorganization during the past year. That institution was established in the early days of the Bureau of Education and has been continuously under intelligent direction of competent superintendents. However, the aims of the school, over a period of years, gradually came to comprise the training of young men and women for various professional and academic careers

provinces of the Visayas. The baseball contest was won by Cebu and the track events by Silliman Institute. The athletic meet of the Manila Carnival, a week later, included entries from Manila, Leyte, Tarlac, Cebu, Silliman Institute, Camarines, and Iloilo. In this meet the Cebu baseball team was again the victor, winning from the Manila High School, the Trade School, and Leyte. Cebu also won the track events, Silliman Institute, Manila High School, and Camarines making good records. The Bicol meet has been an annual event in the Bicol provinces for several years. The latest one was held at Albay in April, 1910. Both the track and baseball trophies were won by Camarines, with Albay second. Careful training for these meets is producing a better showing in all events, and in some the records are approaching standard athletic marks. Aside from the organized meets, progressive schools in all divisions have their baseball teams and on their own initiative arrange and play games with neighboring schools.

In intermediate classes, tennis for boys and girls, and basket ball for girls are gaining favor as school recreations. Among the better trained girls' basket ball teams may be mentioned those of the provincial schools at Surigao and Dumaguete. For the coming year, more ambitious gatherings are being planned, and the Carnival events for 1911 will doubtless include entries of well-organized teams from several sections of the Archipelago.

#### FILIPINO STUDENTS IN THE UNITED STATES.

In 1903, 102 Filipino students were sent to the United States for higher education at Government expense; in 1904, 43 were appointed; in 1905, 39; in 1906, 7; in 1907, 5; in 1908, 8; in 1909, 2; in 1910, 1, making a total to the end of the fiscal year 1910 of 207. Of this number, 8 were young women.

As indicated by these figures, the number of students sent to the United States on Government scholarship is decreasing. The chief reason for this decrease lies in the fact that several institutions of higher education have now been established in the Philippines. In former years, superior instruction could only be obtained abroad; but since the organization of the several branches of the University of the Philippines and certain special schools, the needs of the higher student body can be better met in Insular institutions than in the United States, where many of the conditions bearing directly upon instruction appropriate for these Islands are unknown.

Many of the earlier appointees, through insufficient preparation for higher studies, failed to obtain their degrees and returned to the Islands poorly trained for the work to which they were assigned. The experience with those appointed in recent years has been much more satisfactory, and the Government is getting very good service from a large percentage of the returned students.

It will provide 25 class rooms and 5 laboratories, in addition to auditorium, study hall, and administration offices.

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by Act No. 1938 for the support of student pensionados in the Philippine Normal School. A balance of ₱3,312.49 remained in this fund at the end of the year. This balance, and that for the training of nurses, will be continuously available until expended for the support of these two lines of work.

#### PROVINCIAL EXPENDITURES.

The various provinces of the Islands expended a total sum for education during the fiscal year just closed amounting to ₱285,159.97, as against ₱228,691.23 for the next preceding year. This total was distributed under the following headings: Construction and repair, ₱151,941.31; furniture and equipment, ₱6,855.53; salaries and wages, ₱12,802.25; rental of buildings, ₱16,754.22; miscellaneous expenditures, ₱96,806.66.

#### MUNICIPAL RECEIPTS AND EXPENDITURES.

The receipts for school purposes in municipal treasuries of the Islands represented a considerable advance over any former year. Total receipts for the fiscal year 1910 were ₱3,417,191.41. Of this amount, ₱1,155,029.79 was a balance on hand July 1, 1909. The sum of ₱686,000.52 was received from internal revenue, as against ₱657,779.05 for the preceding year; ₱865,610.63 from the land tax, as against ₱754,517.59 for the previous year; ₱549,801.28 appropriated from general funds, as compared with ₱421,407.98 for the preceding year; ₱8,480.87 loan from the general fund, as against ₱19,300.23 for the preceding year. Receipts from other sources, ₱152,268.32, as against ₱92,088.74 for the preceding year. The total receipts for the year represent an increase of ₱569,881.81 over the fiscal year 1909.

Municipal expenditures for the year amounted to ₱2,133,577.91, as compared with ₱1,672,148.50 for 1909. The expenditures were distributed to the following ends: Construction of school buildings, ₱355,327.51, as against ₱91,465.69 for the preceding year; repairs to school buildings, ₱51,966.94, as against ₱124,164.89 for the previous year; rental of school buildings, ₱86,548.82, as against ₱90,791.03 for the preceding year; salaries of teachers, ₱1,435,946.35, as against ₱1,228,609.95 for the preceding year; purchase, construction, and repair of school furniture, ₱87,313.85, as against ₱53,386.90 for the preceding year; transportation of school supplies, ₱8,922.44, as against ₱6,257.44 for the preceding year; miscellaneous, ₱107,552, as against ₱77,372.60 for the preceding year. The balance remaining on hand June 30, 1910, is ₱1,283,613.50. This fund has been accumulating over a period of years. It has been carefully hoarded by division superintendents and supervisors with a view to its being devoted in most cases to the construction of substantial school buildings.

working, wood finishing, machine ironworking, blacksmithing, wheelwrighting, automobile repairing, mechanical drawing, and academic work. The value of the manufactured product of the students of this institution for the year ending June 30, 1910, was ₱21,837.72.

In the Normal School, the Trade School, and the College of Agriculture, the Bureau of Education maintained last year 222 scholarship students. Of this number, 88 were so-called "student pensionados" who, before appointment, had advanced in academic qualifications to at least the third year of the prescribed high school course. They were all enrolled in the Normal School. The remaining number were distributed among the three institutions above named and were so-called "teacher pensionados;" that is, each must have taught for a period of two years in the public schools before appointment to Government pension. All of these scholarship students accept appointment under contract to serve the Government as teachers for a time equal to the period during which they are maintained as students at Government expense. This scholarship system is a very fortunate arrangement for the Bureau of Education in the present status of its work. It provides means for the training of a large number of selected young men and women for the teaching profession. It gives opportunity to many faithful and efficient Filipino teachers to continue their studies and so increase their value to the Government, when otherwise they would in time necessarily be replaced by younger men and women more advanced in scholarship but inexperienced in teaching. Furthermore, this system is going to enable the Bureau of Education to develop various lines of industrial instruction much more rapidly than would otherwise be possible. Every scholarship student in the Normal School, in addition to receiving needed instruction in academic and normal subjects, is being trained in some specialty, as loom weaving, hat weaving, sewing, cooking, lace making, embroidery, or music; those in the Trade School are given definite preparation for service in the field as teachers of woodworking in primary schools and as assistants in provincial school shops; those detailed to the College of Agriculture receive training both technical and practical, in preparation for teaching the subject of their specialty in intermediate and high schools.

The Insular School of Commerce transferred early in the year from inadequate quarters to a large, finely situated building on Calle General Solano. The enrollment for the school year was 395. One of its departments has undertaken what promises to be an exceedingly valuable work in collaboration with the General Office in the collecting of accurate and extensive data on present industrial conditions throughout the Philippines.

The School for Deaf and Blind enrolled 19 pupils, as many as could well be cared for.

vance over the present situation can be effected, however, in a single year. It is desired to establish such a standard that the people of the provincial capital, the municipality, and the barrio, shall look to the buildings of the public school as the most substantial and attractive structures in their districts.

#### IMPROVEMENT OF PERSONNEL.

American teachers who, through lack of educational qualifications or because of personal crudities or disloyalty to the aims of the Bureau or inability to adapt themselves to the needs of this situation, are found to be incapable of satisfactorily performing their duties, will be excused from further connection with the service as their cases come to the attention of the Director of Education. Teachers who demonstrate unusual ability in the working out of peculiar problems of this field and who by their industry and intelligence succeed in accomplishing a large piece of work or in filling acceptably the difficult positions to which they are assigned will be considered worthy of special recognition and compensation. Filipino teachers of slight educational qualifications will be required to make due advance in academic attainments; otherwise it will be necessary to replace them by applicants better prepared to fill the positions. It is the policy of this office to employ every legitimate incentive for the securing of substantial results.

#### EFFECTIVE COLLABORATION WITH OTHER BUREAUS.

The Bureau of Education occupies a unique position among all the branches of the Government in that with its corps of superintendents, supervisors, and teachers, it has nearly 10,000 employees in daily touch with almost half a million children, through whom its influence reaches into every town and every important barrio in the Archipelago and touches every day, directly or indirectly, the major portion of the population of the Islands. Other Bureaus in the Government have their particular functions to perform, and to accomplish their ends most of them need the intelligent coöperation of the entire population; none of them has so direct and effective a means of enlisting the sympathy of any large proportion of the people as has the Bureau of Education.

As a medium for dispensing general information with respect to the policies of the Government or upon any other subject of common interest, this Bureau is a valuable agency; it stands ready upon request to assist in every way possible in furthering the ends of all governmental organizations. If the Bureau of Health finds it desirable to advise and instruct the people as to precautions to be taken against the spread of an epidemic or upon sanitary measures which should be generally enforced, the Bureau of Education is in a position to serve as its agent. In this connection, the Bureau is especially desirous of assist-

- (e) Sewing, lace making, and embroidery.
- (f) Gardening.
- (2) Intermediate industrial work.
  - (a) Wood- and iron-working.
  - (b) Domestic science—cooking, nursing, sewing, infant feeding, school kitchens.
  - (c) Agriculture.
  - (d) Native industries.
  - (e) Sericulture.
  - (f) General consideration of sale of products, accounting, payment of pupils.
- (3) The Trade School.
- III. High school principals, May 2-7, 1910.
  - (a) Course of study.
  - (b) Quality of products.
  - (c) Graduates, what they do.
  - (d) The university.
  - (e) Government scholarships in the United States.
  - (f) High school societies.
  - (g) Moral training.
  - (h) Relations of the high school principal to superintendent and to teachers.

A number of Filipino teachers from the schools of the city of Manila attended the assembly at Baguio, entering largely into the life of the camp and apparently enjoying its benefits.

There was convened in Manila an institute for Filipino teachers at the Normal School, from April 18 to May 13. It was attended by 785 teachers, from nearly every province in the Archipelago. The instruction was made as practical as possible, industrial subjects being taken up in a more business-like manner and with far better results than in any former gathering of teachers in the history of the Bureau. In vacation classes of the Philippine School of Arts and Trades from April 11 to June 3, 105 teachers were enrolled, all being engaged in preparing themselves to offer instruction in woodworking in primary classes. Large summer institutes were convened also in Dumaguete and Iloilo, for the benefit of teachers in the Visayan Islands. The aims and methods of these assemblies were similar to those of the institutions held in Manila.

#### ATHLETICS.

The last year witnessed a growing interest in school athletics; three interprovincial track and baseball meets took place. Such contests are now becoming well-organized annual events in various parts of the Islands. The enthusiasm and good fellowship which characterize them have done much to bring about more cordial relations among neighboring provinces. Everywhere they are training into the Filipino youth a spirit of friendly rivalry, and are displacing former questionable pastimes.

The first of these general meets for the year was held at Dumaguete, Oriental Negros, in February, 1910, and was participated in by eleven

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## FINANCIAL STATEMENT.

## INSULAR APPROPRIATIONS AND EXPENDITURES.

The current appropriation for the Bureau of Education amounted to ₱3,275,000. This was augmented in the amount of ₱150,000 by Act No. 1973 and by a further ₱150,000 by transfer of funds accumulating under the provisions of Act No. 1761, less ₱8,500 and ₱2,167.52, transferred by executive authority from the appropriations of the Bureau of Education, leaving a balance of ₱3,564,332.48 available for expenditure.

Expenditures were made from this fund as follows: Salaries of Directors and clerks in the General Office, ₱131,454.84; salaries of division superintendents and clerks in division offices, ₱185,431.35; salaries of American teachers, ₱1,852,435.52; half salaries, ₱11,351.71; salaries of Filipino teachers, ₱437,561.84; American Library, ₱16,876.13; night schools, ₱6,122.50; and miscellaneous salaries and wages, ₱28,284.77. Other expenses including: Property, ₱674,131.21; travel to and from the Philippine Islands, ₱63,452.74; official travel, including per diems and subsistence, ₱124,422.79; for support of primary education on friar lands estates, ₱23,919.39; transportation of supplies, ₱11,697.27; for support of barrio schools, ₱71,586.41; office expenses, ₱41,868.67; honoraria, ₱1,036.71; rent of buildings, ₱15,510.50; Government students in the United States, ₱72,333.54; repairs to equipment and buildings, ₱3,236.50; for the support of Christian schools in Palawan and Mindoro, ₱8,461.35; non-Christian tribes in Palawan, ₱5,200; for the payment of teacher scholarships in the Normal and Trade schools and in the College of Agriculture, ₱42,023.07; school buildings, ₱781.49; miscellaneous expenses, ₱19,804.13; additional accounts payable, fiscal year 1909, ₱22,604.50; making a sum total of ₱3,871,588.93.

The apparent overdraft in the amount of ₱307,256.45 was occasioned by the deficit carried over from the previous fiscal year, as duly reported in a communication to the Secretary of Public Instruction, dated December 15, 1909. It represents the value of supplies and equipment purchased for and available for use in the coming fiscal year. Settlement is adjusted on the books of this Bureau and those of the Auditor by a charge against a reimbursable property fund, established by order of the Governor-General.

In addition to the sums available for education as stated above, the Assembly appropriated ₱75,000 by Act No. 1883 and ₱110,000 by Act No. 1936 for the support of schools in the non-Christian provinces during the fiscal year 1910. This entire sum of ₱185,000 was expended for the purposes for which it was designed.

Of the ₱20,000 appropriated by Act No. 1931 for the support of a nurses' training class in the Normal School, a balance remained at the end of the fiscal year of ₱9,177.83. The sum of ₱30,000 was provided

YSA 2011

**AIMS OF THE BUREAU FOR 1911.**

The principal and most immediate aim of the Bureau is, and probably always will be, to make the largest possible number of the youth of the country literate in a common language. However, there are certain phases of the work of the Bureau upon which especial emphasis is to be placed during the coming year, as indicated in the following statement of aims:

**DEVELOPMENT OF INDUSTRIAL INSTRUCTION.**

What is being done in this line has been discussed in earlier pages of this report. The opportunity presented for future development is enormous. Other countries with educational systems long established on orthodox lines, encounter almost insurmountable difficulties in the re-organizing of those systems upon a practical basis. In the Philippines, the organization is still in its formative period. The administration of the Bureau is hampered by no embarrassing precedents; it has reasonably ample funds with which to execute its plans; and, best of all, it has in a most gratifying measure the moral support of both Americans and Filipinos in its attempt to build up here a system of instruction which will promote the industrial efficiency and material well-being of this population. Such another opportunity probably never existed anywhere. It is perhaps not going too far to venture the assertion at this time that, within two or three years from this date, no state or national government will have in practical operation a system of industrial instruction more consistent than that of the Philippines in its sequence through the various grades, or more closely adapted to the material conditions and requirements of the country.

**ERECTION OF SUITABLE SCHOOL BUILDINGS.**

By far the majority of the buildings now occupied by public schools are inadequate in size and ill adapted from almost every standpoint to the purpose for which they are used. By various Insular appropriations, by allotments of provincial and municipal funds, and by generous contributions from the people, money and materials have been placed at the disposal of the Bureau of Education for the construction of excellent buildings for many primary, intermediate, and secondary schools, as heretofore detailed. With respect to schoolhouse construction, the year 1910-11 is going to mark a greater advance than any preceding year in the history of the Bureau. The directing and superintending force of the Bureau is devoting its energies most seriously to the building problem. Even if funds continue to be available as at present, it will take a decade to erect a system of buildings adequate to properly house the nearly 5,000 schools now in operation; a large ad-



THE NEW YORK  
PUBLIC LIBRARY  
ASTOR LENOX TILDEN FOUNDATION  
1900



THE BAGUIO CAMP, WHERE THE TEACHERS SEEK REST AND RECREATION.



LOOKING THROUGH THE TEACHERS' CAMP, BAGUIO, BENGUET, 1910.

21467000 LIBRARY



**MANILA HIGH SCHOOL BASEBALL TEAM, 1910.**



**CEBU TEAM, WINNERS AT THE VISAYAN AND CARNIVAL MEETS, 1910.**

1948



**FILIPINO TEACHERS FROM MANILA AT THE BAGUIO TEACHERS' ASSEMBLY, 1910.**



**CLASS OF 1910, PHILIPPINE NORMAL SCHOOL**

79A861 04039878



GIRLS' BASKET BALL TEAM, DUMAGUETE, ORIENTAL NEGROS.



HIGH SCHOOL BAND, TUGUEGARAO, CAGAYAN.



STUDENT ATHLETES REPRESENTING ELEVEN PROVINCES AT THE INTER-VISAYAN MEET, DUMAGUETE, JANUARY, 1910.



YSAARU 10-11-1971



CLASS IN BLACKSMITHING, PHILIPPINE SCHOOL OF ARTS AND TRADES.



MACHINE SHOP, PHILIPPINE SCHOOL OF ARTS AND TRADES.



AUTOMOBILE REPAIR SHOP, PHILIPPINE SCHOOL OF ARTS AND TRADES.

28 APR 1961 0807HAT3

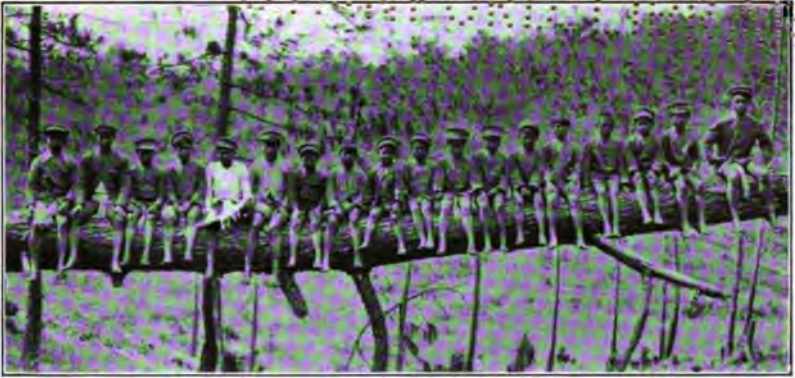


PUPILS FROM THE BUA GIRLS' SCHOOL, BENGUET.



LOOM MADE BY BOYS AND FABRICS WOVEN BY GIRLS, ZAMBOANGA.

VAAGAL GORNA 19



IGOROT BOYS, BAGUIO.



PRODUCT OF PRIMARY SCHOOLS, MORO PROVINCE.



GIRLS' SCHOOL, CABAYAN, BENGUET.



2786400 186444



BASKET WEAVING, PHILIPPINE NORMAL SCHOOL.



ARTICLES OF HOME FURNISHING, MADE IN A PAMPANGA SCHOOL.



21 APR 1964 080744Z



BASKET WEAVING, PHILIPPINE NORMAL SCHOOL.



ARTICLES OF HOME FURNISHING, MADE IN A PAMPANGA SCHOOL.

YIN XIAO LU



**HAND WORK OF PRIMARY SCHOOL PUPILS, SAN JOSE, ANTIQUE.**

Visual Acuity



VA 981 08098472



TOBACCO, SCHOOL FARM, BATAV, ILOCOS NORTE.



PICTURE FRAMES, HAND WOVEN FROM NATIVE FIBERS.



1948-1949



A CLASS OF FILIPINO TEACHERS IN EMBROIDERY, PHILIPPINE NORMAL SCHOOL.



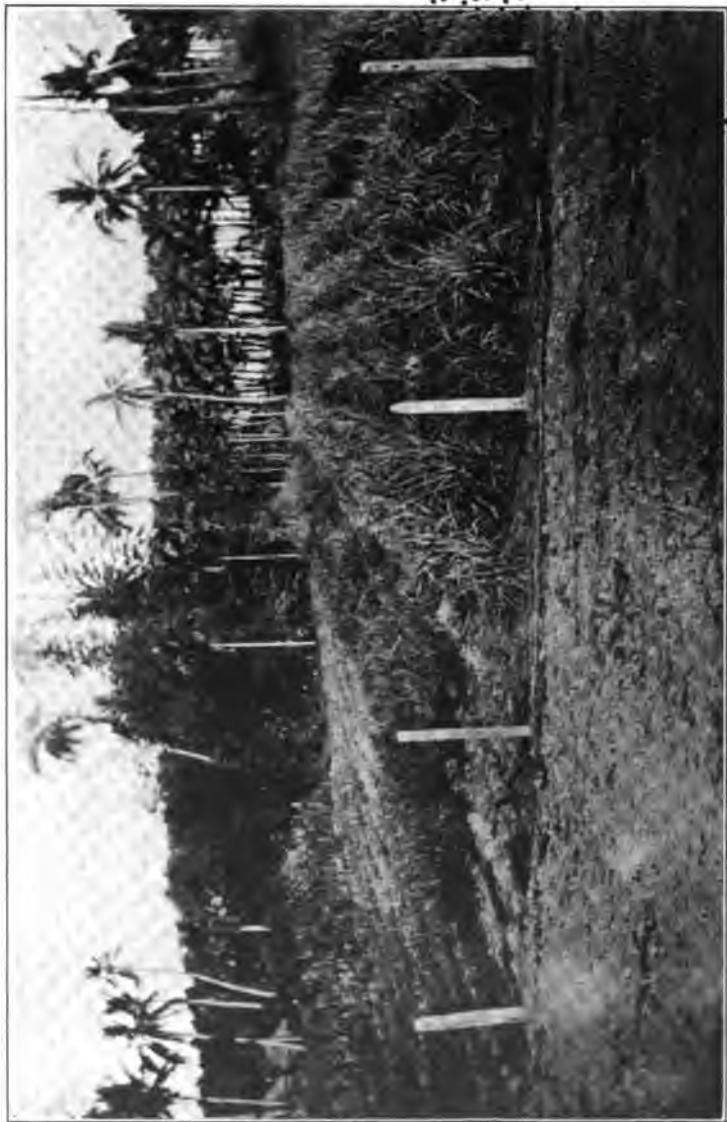
LOOM WEAVING, INDUSTRIAL SCHOOL, CAGAYAN, MISAMIS.

VA 981 0804402



FIFTH-GRADE STUDENTS, SCHOOL FARM, BATAC, ILOCOS NORTE.  
PLATE XXXVII.





CORN, SUGAR CANE, AND GUINEA GRASS, PROVINCIAL SCHOOL GARDEN, OCCIDENTAL NEGROS.  
PLATE XXXVIII.

[A table showing, by  
of the Bureau o

1908 .....  
1908-4 .....  
1904-5 .....  
1905-6 .....  
1906-7 .....  
1907-8 .....  
1908-9 .....  
1909-10 .....

\* Estimated.  
b Beginning with se  
this table.  
The Arts and Tra  
Schools are included u

No. 3.

[A table showing, by years, the number of schools, the number of Filipino teachers, and  
the highest monthly enrollment for the Islands.]

Year.	Number of schools.	Filipino teachers.	Highest monthly enroll- ment.
1902-3 .....	*2,000	3,000	150,000
1903-4 .....	2,285	3,854	*227,600
1904-5 .....	2,864	4,086	*311,848
1905-6 .....	*3,283	4,719	*375,554
1906-7 .....	3,687	6,141	*335,106
1907-8 .....	3,932	6,804	*359,738
1908-9 .....	4,424	7,949	437,785
1909-10 .....	4,581	8,275	*451,988

\* Estimated.  
b Excluding Moro Province from 1905-8 on.  
c March.

\* February.  
\* September.

Notes written

~~Notes written~~

→ Expectations

→ Pay (Breaks)

→ Cell labels - Specific  
Pref.

→ \$165919.53

~~Notes written~~

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2,000  
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3,283  
3,687  
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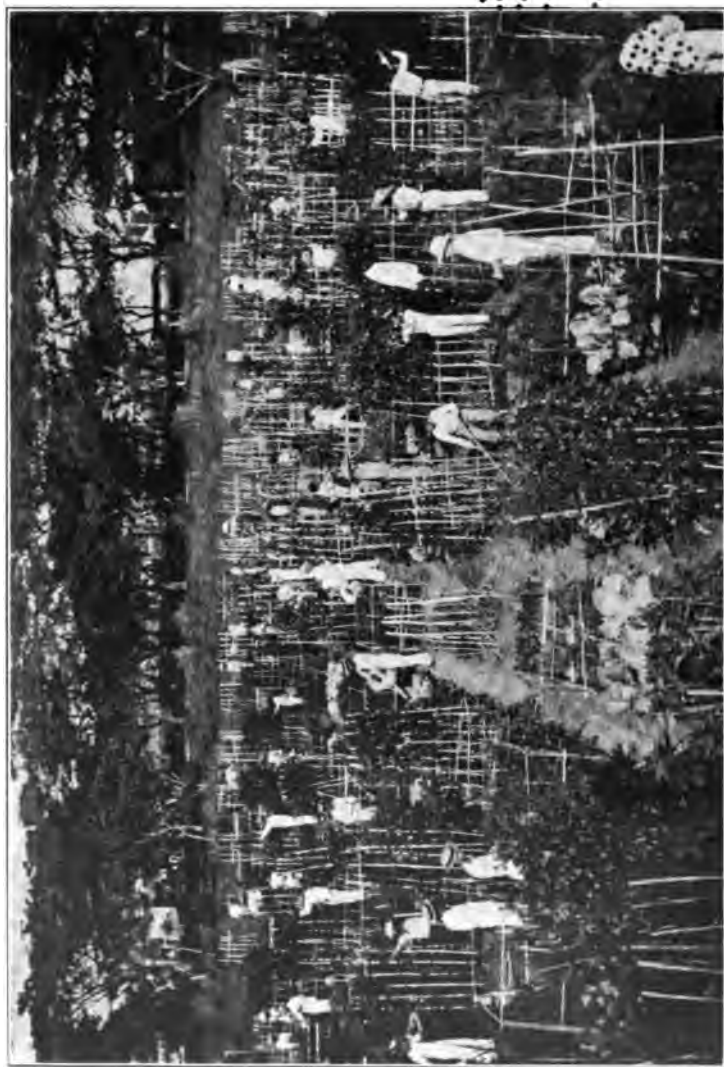
SCHOOL GARDEN OF ERMITA PRIMARY SCHOOL, MANILA, JANUARY 29, 1910.



SCHOOL GARDEN OF ERMITA PRIMARY SCHOOL, MANILA, APRIL 2, 1910.







A SECTION OF THE SCHOOL GARDEN, PHILIPPINE NORMAL SCHOOL, 1910.

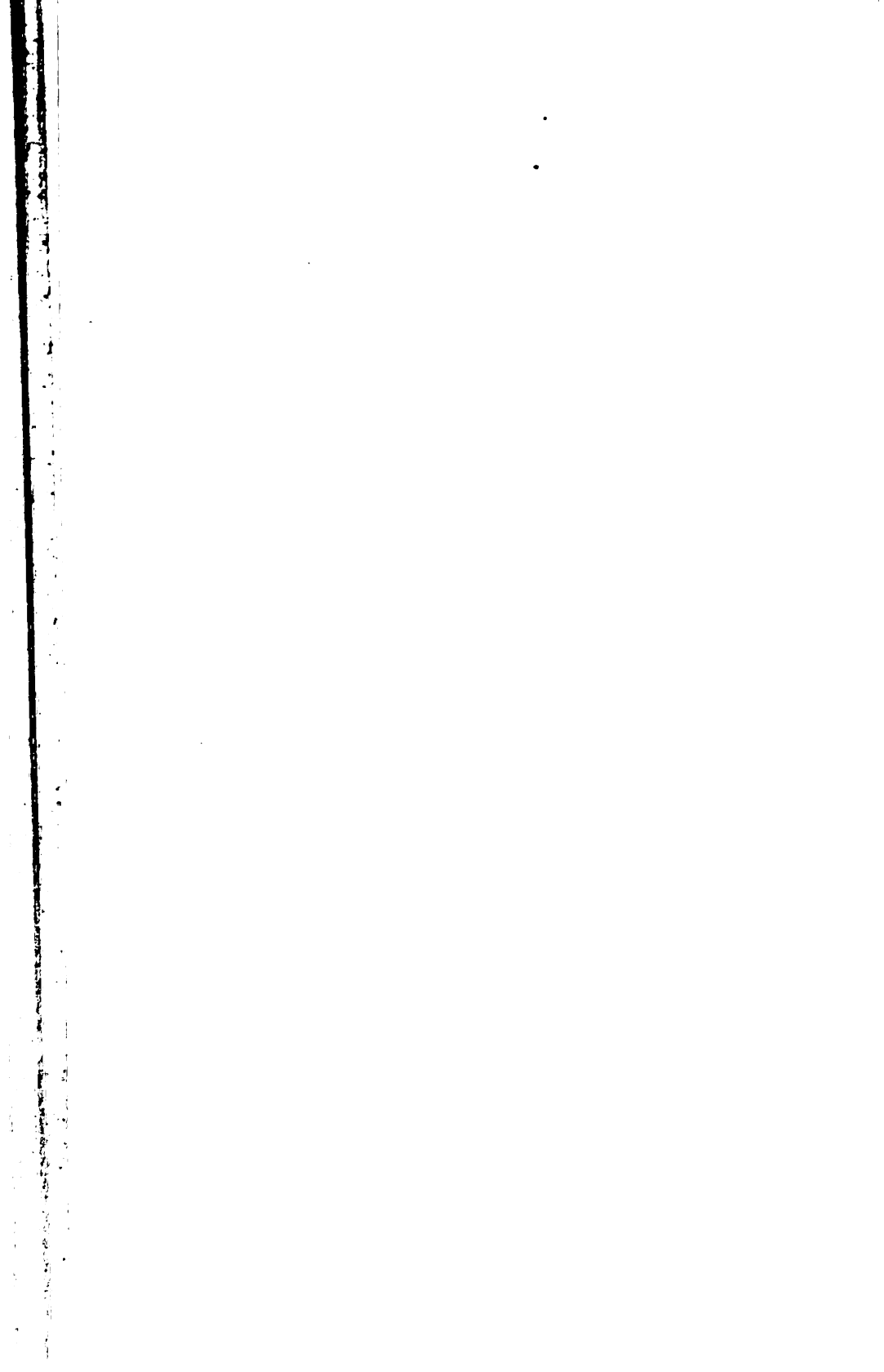
PLATE XI.

WABAL GOVIND

ing in an organized campaign against tuberculosis. If the Bureau of Agriculture wishes to advise the people as to proper methods of soil cultivation or as to varieties of plants specially adapted to the Philippines, or if it desires to circulate any other information of agricultural interest, the Bureau of Education is ready to coöperate to the extent of disseminating such information by practical demonstration in every hamlet in the Philippines. The Bureau of Posts has established a Postal Savings Bank. The Bureau of Education is advertising the purposes of that bank to every teacher and every pupil throughout the extent of the Archipelago and is encouraging them in a very definite way in the cultivation of habits of thrift and economy. The Department of Justice has established its courts in all provinces of the Islands; and the Bureau of Education is prepared to give, and does give to every child who is ready for it, appropriate instruction in the rights and duties of citizens in their relations to the Government and to each other. Every Bureau in the Government and every provincial and municipal organization is in need of clerical assistants; and every one of them looks to the Bureau of Education to supply it with young men and women who have received such instruction in English, arithmetic, and other requisites of the elementary branches in public schools as fits them for the work in hand. Both in respect to the establishment and extension of their work and in the improvement of their personnel, this Bureau has rendered valuable assistance in former years to other departments of the Government, and it is now coming into a position where it can be of much greater help to them than ever before.

FRANK R. WHITE,  
*Director of Education.*

WALL BORN 1910



No. 4.—*Schools, enrollment, attendance, and percentages.*

[A table showing, by divisions and for the Islands, the number of schools, total annual enrollment, average monthly enrollment, average daily attendance, and percentage of attendance during the school year 1909-10.]

Division.	Secondary.					Intermediate.				
	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of attend- ance.	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of attend- ance.
Manila .....	2	773	587	551	99	6	1,655	1,276	1,050	96
Albay .....	1	25	22	20	96	5	892	740	673	96
Antique .....	1	19	16	15	95	5	301	261	220	95
Bataan .....	1	41	26	22	85	2	133	112	104	93
Batangas .....	1	41	26	22	85	7	953	805	727	93
Bohol .....	1	154	137	131	98	2	320	257	236	92
Bulacan .....	1	57	55	54	98	9	884	744	680	95
Cagayan .....	1	27	22	21	96	7	648	506	462	90
Camarines .....	1	33	32	23	96	11	681	533	497	90
Capiz .....	2	51	38	37	92	4	577	454	376	93
Cavite .....	1	51	43	40	98	4	516	435	414	95
Cebu .....	1	51	42	40	95	7	630	465	414	95
Ilocos Norte .....	1	118	105	101	96	5	614	554	519	93
Ilocos Sur .....	2	163	133	126	94	8	993	876	824	94
Iloilo .....	1	15	15	15	100	14	1,089	867	763	89
Isabela .....	1	36	31	28	93	3	276	199	167	83
Laguna .....	1	29	25	24	100	10	589	510	460	89
Leyte .....	1	10	10	8	85	8	602	524	488	97
Mindoro .....	1	71	63	59	97	2	117	81	72	94
Misamis .....	1	16	10	9	98	1	268	216	182	91
Mountain .....	1	47	36	32	97	1	58	53	51	93
Occidental Negros .....	1	11	9	8	89	10	705	527	469	95
Oriental Negros .....	1	6	5	4	100	1	149	112	100	98
Nueva Ecija .....	1	82	73	73	96	7	840	557	495	92
Nueva Vizcaya .....	1	87	30	28	93	1	118	99	88	88
Palawan .....	1	2	2	1	100	1	59	58	53	96
Pampanga .....	1	28	20	20	100	8	854	687	627	95
Pangasinan .....	1	17	13	12	96	12	1,225	1,050	956	91
Rizal .....	1	16	15	14	88	6	615	421	387	92
Samar .....	1	58	37	36	100	2	297	287	225	95
Sorsogon .....	1	38	34	33	87	4	418	319	286	94
Surigao .....	1	93	69	65	97	8	280	215	191	83
Tarlac .....	1	29	23	21	99	4	800	509	465	95
Tayabas .....	1	410	286	280	99	5	754	658	609	95
Union .....	1	93	79	78	98	3	569	512	496	87
Zambales .....	1	93	79	78	98	2	256	215	196	98
Normal .....	1	193	122	110	96	1	231	186	182	99
Trade .....	1	188	164	161	97	1	236	196	179	97
Commerce .....	1	188	164	161	97	1	202	120	104	95
Deaf and Blind .....	1	188	164	161	97	1	202	120	104	95
Junior College .....	1	188	164	161	97	1	202	120	104	95
Total .....	88	3,063	2,429	2,300	96	198	21,304	17,144	15,487	93

No. 2.—*Number of schools by years.*

[A table showing, by years, the number of schools in operation and under the supervision of the Bureau of Education during the period from 1903 to 1910, inclusive.]

School year.	Primary.	Inter- mediate.	Second- ary.	Total.
1903.....	*2,000	-----	-----	2,000
1903-4.....	2,283	17	35	2,335
1904-5.....	2,727	102	35	2,864
1905-6.....	<sup>b</sup> 3,108	119	36	3,263
1906-7.....	3,485	216	36	3,687
1907-8.....	3,701	193	38	3,932
1908-9.....	4,194	193	37	4,424
1909-10.....	4,296	193	38	4,531

\* Estimated.

<sup>b</sup> Beginning with school year 1905-6, figures for Moro Province are not included in this table.

The Arts and Trades, Normal, Domestic Science, Agricultural and Special Insular Schools are included under the Intermediate and Secondary headings.

No. 3.—*Schools, teachers, and enrollment by years.*

[A table showing, by years, the number of schools, the number of Filipino teachers, and the highest monthly enrollment for the Islands.]

Year.	Number of schools.	Filipino teachers.	Highest monthly enroll- ment.
1902-3.....	*2,000	3,000	150,000
1903-4.....	2,285	3,864	*227,600
1904-5.....	2,864	4,036	*311,843
1905-6.....	<sup>b</sup> 3,263	4,719	*375,564
1906-7.....	3,687	6,141	*335,106
1907-8.....	3,932	6,804	*359,738
1908-9.....	4,424	7,949	*437,735
1909-10.....	4,531	8,275	*451,988

\* Estimated.

<sup>b</sup> Excluding Moro Province from 1905-6 on.

\* March.

<sup>d</sup> February.

\* September.



## No. 5.—Enrollment by months.

[A table showing, by divisions and for the Islands, the monthly enrollment during the school year 1909-10.]

Division.	June.	July.	Aug- ust.	Sep- tember.	Octo- ber.	Novem- ber.	Decem- ber.	Janu- ary.	Feb- ruary.	March.
Manila .....	10,865	12,026	12,201	12,096	12,122	12,178	11,568	11,744	11,186	10,882
Albay .....	1,721	9,425	11,830	12,063	12,045	11,878	11,524	11,821	11,457	11,185
Antique .....	6,158	7,628	9,023	9,391	8,957	7,931	1,528	8,806	9,996	9,845
Bataan .....	116	2,155	2,386	2,483	2,395	2,387	1,920	2,003	2,047	1,812
Batangas .....	7,116	8,661	9,128	8,487	2,144	9,351	9,735	10,572	10,679	10,383
Bohol .....	219	17,514	21,285	22,617	23,644	25,010	25,008	25,577	26,050	25,688
Bulacan .....	10,710	12,018	12,977	13,561	13,997	13,496	1,729	12,738	10,565	13,053
Cagayan .....	5,426	8,232	9,559	10,416	10,532	10,306	9,943	10,294	13,057	10,342
Camaringes .....	7,888	10,212	10,899	10,995	10,948	10,881	10,886	10,692	10,972	10,890
Capiz .....	13,669	16,287	18,604	19,099	17,737	15,356	1,057	17,458	19,738	19,754
Cavite .....	7,465	8,467	8,647	8,907	7,184	9,402	8,977	3,228	8,513	8,415
Cebu .....	23,353	31,391	35,991	37,080	39,620	39,464	39,441	38,416	40,510	39,496
Ilocos Norte .....	12,453	13,355	13,636	14,508	14,490	14,362	587	13,033	13,851	13,900
Ilocos Sur .....	11,438	12,005	12,503	12,490	12,584	11,962	9,909	12,251	12,484	12,392
Iloilo .....	17,148	18,894	19,358	19,538	19,081	18,116	17,219	17,482	18,114	17,640
Isabela .....	2,813	3,211	3,344	3,342	3,232	2,753	7,451	2,726	2,854	2,840
Laguna .....	521	6,108	7,361	7,757	7,839	7,559	710	7,238	7,387	7,174
Leyte .....	19,153	22,928	24,545	24,948	24,323	22,171	658	22,120	23,942	23,819
Mindoro .....	1,370	2,405	2,965	2,811	268	195	202	3,079	3,377	3,328
Misamis .....	6,142	7,797	8,501	8,411	8,260	7,719	1,189	8,142	8,557	8,653
Mountain .....	899	2,446	3,319	3,253	2,919	2,943	2,805	2,641	2,709	2,723
Occidental Negros .....	14,995	17,330	18,458	18,821	17,615	14,770	2,097	16,256	17,636	17,633
Oriental Negros .....	123	5,912	13,664	15,108	15,657	15,498	15,322	15,459	15,122	14,283
Nueva Ecija .....	8,950	10,036	10,236	10,765	11,098	8,228	551	10,345	10,362	10,346
Nueva Vizcaya .....	2,169	2,236	2,390	2,358	2,371	2,439	2,309	1,942	2,102	2,141
Palawan .....	118	1,137	1,715	1,886	2,158	12,491	2,585	2,724	2,842	2,708
Pampanga .....	12,265	14,386	14,762	14,930	14,984	14,407	1,800	13,823	13,709	13,526
Pangasinan .....	27,217	31,398	34,439	36,419	35,846	10,445	8,173	29,616	34,527	34,968
Rizal .....	7,179	8,448	8,613	8,751	8,713	8,227	7,821	7,023	7,427	7,192
Samar .....	10,767	13,735	16,603	17,279	16,881	15,363	13,936	14,004	15,302	15,405
Sorsogon .....	7,540	8,382	9,501	9,981	9,795	9,445	8,969	8,894	8,955	8,767
Surigao .....	341	2,249	8,735	10,125	10,500	10,454	10,148	8,713	10,226	10,199
Tarlac .....	10,635	12,006	12,361	12,653	12,383	2,225	1,668	11,512	11,611	11,473
Tayabas .....	10,103	10,753	12,508	12,607	12,474	11,744	11,244	13,272	14,083	13,659
Union .....	751	5,583	10,024	10,462	10,626	10,353	10,458	10,468	10,347	10,079
Zambales .....	2,846	3,122	3,323	3,443	3,672	3,635	3,414	3,724	4,028	4,047
Normal .....	845	904	936	914	907	899	874	698	689	691
Trade .....	285	314	304	303	306	319	320	301	294	294
Commerce .....	326	318	225	221	211	241	236	227	214	202
Deaf and Blind .....	17	19	19	19	19	19	19	19	19	19
Junior College .....								161	165	167
Total .....	286,055	387,088	436,646	451,938	440,497	397,646	275,165	421,796	448,131	442,224

NOTE.—Low enrollment for December was due to the fact that Normal Institutes were in session in thirteen provinces.

No. 4.—Schools, enrollment, attendance, and percentages—Continued.

Division.	Primary.					Grand total.				
	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of at- tend- ance.	Num- ber of schools.	Annual enroll- ment.	Average monthly enroll- ment.	Average monthly attend- ance.	Per- cent- age of at- tend- ance.
Manila	25	13,685	9,817	8,495	97	33	16,113	11,680	10,096	96
Albay	129	13,910	10,752	8,306	81	135	14,827	11,414	8,999	83
Antique	88	12,584	8,361	5,878	86	94	12,904	8,638	6,113	86
Bataan	22	2,792	2,060	1,496	73	24	2,925	2,172	1,600	74
Batangas	131	13,962	8,381	6,785	89	139	14,966	9,412	7,534	90
Bohol	192	29,630	23,741	18,395	79	194	29,950	23,598	18,631	79
Bulacan	128	15,927	12,064	8,787	75	138	16,965	13,845	9,598	76
Cagayan	105	12,895	9,004	7,070	79	113	13,600	9,565	7,586	79
Camarines	123	14,607	9,910	8,317	77	135	15,315	10,465	8,835	79
Capiz	215	23,255	17,024	13,022	79	221	23,865	17,510	13,421	80
Cavite	63	10,545	7,753	6,286	83	68	11,112	7,926	6,737	84
Cebu	348	48,769	36,778	26,862	79	356	49,450	36,786	27,316	82
Ilocos Norte	134	17,060	13,105	9,909	70	140	17,725	13,761	9,868	71
Ilocos Sur	144	14,508	11,066	8,335	80	154	15,619	12,087	9,760	80
Iloilo	189	22,907	17,559	13,551	79	204	24,159	18,259	14,540	80
Isabela	52	4,087	2,999	2,338	75	56	4,378	3,013	2,420	75
Laguna	70	8,987	6,403	5,339	81	81	9,612	7,344	6,027	82
Leyte	243	32,076	22,556	17,716	86	252	33,307	23,105	18,228	87
Mindoro	49	4,119	2,985	2,117	83	51	4,236	2,776	2,189	83
Misamis	73	11,959	7,728	5,606	81	75	12,237	8,054	5,796	85
Mountain	34	3,998	2,749	2,086	83	35	4,051	2,602	2,137	83
Occidental Negros	168	22,357	16,000	12,486	84	179	23,333	17,090	13,014	84
Oriental Negros	138	18,395	13,397	10,123	80	140	18,560	14,019	10,232	80
Nueva Ecija	98	13,945	9,337	7,394	87	106	14,832	10,080	7,921	87
Nueva Vizcaya	22	2,404	2,143	1,868	87	24	2,933	2,251	1,964	87
Palawan	24	3,308	2,225	1,706	92	26	3,868	2,286	1,763	96
Pampanga	173	19,036	13,328	9,780	86	182	19,972	14,088	10,480	92
Pangasinan	346	44,654	32,005	25,611	79	359	46,216	33,085	26,595	88
Rizal	66	10,735	7,770	6,057	80	72	11,252	7,998	6,446	81
Samar	144	21,037	14,764	13,732	93	147	21,357	14,921	13,977	96
Sorsogon	100	11,875	8,731	6,652	83	105	12,310	9,063	6,950	90
Surigao	114	12,072	8,460	6,820	67	119	12,868	9,090	7,025	79
Tarlac	130	16,893	11,283	8,223	89	139	16,751	11,829	8,724	95
Tayabas	108	16,404	11,111	10,050	88	114	17,351	12,238	10,724	93
Union	68	11,554	9,337	8,694	90	72	12,161	10,183	9,223	88
Zambales	36	4,404	3,397	3,269	91	39	4,889	3,535	3,486	96
Normal	1	254	249	211	97	3	895	721	673	96
Trade	1	32	31	29	95	3	361	306	286	97
Commerce						2	395	242	214	96
Deaf and Blind	1	19	19	19	100	1	19	19	19	100
Junior College						1	188	164	161	97
Total	4,295	562,980	407,592	319,520	82	4,531	587,317	427,165	337,307	86

NOTE.—Percentage of attendance is based on the relation of average daily attendance to average number belonging.

## No. 8.—Enrollment by grades.

[A table showing, by divisions and for the Islands, the enrollment by grades during the month of September, 1909.]

Division.	Primary grades.				
	I.	II.	III.	IV.	Total.
Manila.....	5,124	2,435	1,626	979	10,164
Albay.....	5,559	2,910	1,898	898	11,265
Antique.....	6,013	2,042	843	253	9,151
Bataan.....	1,565	492	242	64	2,363
Batangas.....	4,660	1,559	1,053	416	7,688
Bohol.....	15,136	4,969	1,769	518	22,392
Bulacan.....	7,920	2,754	1,430	591	12,695
Cagayan.....	6,418	2,139	900	412	9,869
Camarines.....	6,284	2,578	1,169	414	10,445
Capiz.....	11,828	4,475	1,748	625	18,676
Cavite.....	4,923	2,108	1,096	350	8,476
Cebu.....	26,089	7,448	2,678	934	37,149
Ilocos Norte.....	8,936	3,317	1,096	557	13,906
Ilocos Sur.....	6,584	2,605	1,632	689	11,510
Iloilo.....	10,758	4,283	2,196	1,253	18,492
Isabela.....	1,647	764	508	237	3,156
Laguna.....	4,070	1,543	1,140	439	7,192
Leyte.....	15,838	5,261	2,375	916	24,390
Mindoro.....	1,912	474	259	91	2,736
Misamis.....	5,333	1,601	925	347	8,206
Mountain.....	2,298	603	206	98	3,206
Occidental Negros.....	11,903	4,192	1,575	611	18,281
Oriental Negros.....	10,126	3,133	1,408	328	14,995
Nueva Ecija.....	6,284	2,392	1,124	410	10,210
Nueva Vizcaya.....	1,266	586	308	93	2,253
Palawan.....	1,099	481	171	71	1,822
Pampanga.....	9,428	2,837	1,366	542	14,173
Pangasinan.....	24,254	7,015	2,886	1,138	35,293
Rizal.....	5,008	1,984	955	422	8,319
Samar.....	9,944	4,618	1,681	750	16,993
Sorsogon.....	5,861	2,130	1,100	466	9,557
Surigao.....	6,761	1,864	858	418	9,901
Tarlac.....	8,580	1,929	1,107	558	12,169
Tayabas.....	7,244	2,749	1,285	640	11,918
Union.....	6,529	2,059	967	471	10,026
Zambales.....	1,865	843	372	215	3,295
Normal.....	53	51	52	48	204
Trade.....				31	31
Commerce.....					
Deaf and Blind.....	8	4	5	2	19
Junior College.....					
Total.....	275,108	95,177	44,010	18,290	432,585

## No. 6.—Daily attendance, by months.

[A table showing, by divisions and for the Islands, the average daily attendance during the school year 1908-10.]

Division.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.
Manila	9,232	10,671	11,028	10,893	11,045	10,788	10,587	10,354	10,278	10,096
Albay	1,370	7,430	9,350	9,936	9,625	8,996	8,891	8,816	8,983	8,823
Antique	4,673	5,773	7,338	7,561	6,388	5,554	1,150	6,601	8,093	8,230
Bataan	107	1,199	1,744	2,001	1,794	1,659	1,278	1,502	1,517	1,413
Batangas	5,455	6,768	7,409	6,316	1,902	6,638	8,075	8,242	8,759	8,752
Bohol	196	12,651	16,996	18,284	18,867	19,601	19,287	19,630	20,916	21,517
Bulacan	8,365	9,744	10,592	11,324	11,514	11,449	1,500	9,966	8,402	11,245
Cagayan	4,515	6,519	7,683	8,423	8,363	8,056	7,798	7,753	10,902	8,649
Camarines	5,501	8,211	8,578	8,597	8,423	8,073	8,039	7,784	8,500	8,410
Capiz	9,536	11,888	14,262	14,580	12,053	9,253	988	12,178	15,133	15,802
Cavite	5,892	6,905	7,553	7,550	6,092	7,680	7,488	7,087	7,087	7,491
Cebu	18,941	24,127	27,498	27,747	29,219	29,775	29,289	27,373	30,072	30,314
Ilocos Norte	9,638	10,400	10,633	11,534	11,076	11,231	542	8,743	10,678	11,033
Ilocos Sur	9,187	10,338	9,530	10,470	10,451	9,949	7,819	9,869	10,576	10,585
Iloilo	13,516	15,050	15,580	15,802	15,110	13,407	13,106	13,192	15,333	14,822
Isabela	2,154	2,570	2,656	2,532	2,472	1,951	5,944	1,901	2,260	2,168
Laguna	439	5,251	6,236	6,004	6,559	6,308	586	5,854	5,903	6,093
Leyte	14,086	18,278	19,791	20,048	19,226	16,240	595	15,625	18,351	19,194
Mindoro	985	1,883	2,269	2,164	232	163	175	2,235	2,654	2,601
Misamis	4,480	5,928	6,298	6,033	5,514	4,375	991	4,654	6,583	6,380
Mountain	673	2,255	2,812	2,682	2,463	2,126	1,980	2,124	2,320	2,391
Occidental Negros	11,584	13,236	14,430	14,540	12,918	10,648	1,603	11,640	13,938	14,058
Oriental Negros	103	4,466	9,962	10,747	11,253	11,983	10,946	10,502	10,584	10,391
Nueva Ecija	6,845	8,120	7,723	8,475	8,755	7,001	425	6,230	8,171	8,204
Nueva Vizcaya	1,851	1,996	2,067	2,087	2,085	2,384	2,030	1,519	1,748	1,920
Palawan	105	1,362	1,444	1,578	1,334	1,194	2,155	3,305	2,422	2,287
Pampanga	9,686	11,706	11,916	12,172	12,454	12,401	1,561	10,342	11,135	10,844
Pangasinan	20,242	25,486	28,058	30,466	29,488	7,951	6,622	19,486	28,544	30,100
Rizal	5,595	6,782	7,011	7,194	7,400	6,720	5,692	6,071	6,030	6,163
Samar	8,627	11,833	13,811	14,447	13,824	12,941	11,217	10,731	12,336	12,918
Sorsogon	5,593	7,229	7,907	7,936	7,447	6,480	6,529	6,286	6,792	6,794
Surigao	316	2,123	6,692	7,994	8,069	7,960	6,836	5,886	7,319	7,585
Tarlac	8,221	9,921	10,002	10,199	10,421	1,789	1,848	5,160	9,193	9,533
Tayabas	8,320	9,126	10,707	10,947	10,472	9,106	8,771	10,718	12,035	11,977
Union	720	6,493	8,556	9,661	9,721	9,991	9,739	9,611	9,781	9,738
Zambales	2,342	2,724	2,918	3,125	3,286	3,134	2,908	2,333	3,473	3,662
Normal	760	740	890	892	867	864	830	676	663	680
Trade	236	276	286	291	297	304	297	290	287	290
Commerce	287	264	202	197	183	206	216	202	192	187
Deaf and Blind	17	19	19	19	19	19	19	19	19	19
Junior Collegee								156	162	164
Total	220,371	308,036	350,737	364,048	348,906	304,251	215,246	309,620	358,055	363,420

NOTE.—Low attendance for December was due to the fact that Normal Institutes were in session in thirteen provinces.

## No. 7.—Enrollment by sexes and courses.

[A table showing the enrollment by sexes in the different courses of study during the month of September, 1909.]

Course of study.	Males.	Females.	Total.
Primary	262,459	170,126	432,585
Intermediate	13,179	8,719	16,898
Secondary	2,037	418	2,455
Total	277,675	179,263	456,938

The proportion of males to females is as 3 is to 2.

No. 9.—*Promotions.*  
[A table showing, by divisions and for the Islands, the promotions in the various grades during the school year 1909-10.]

Division.	Primary grades.				Intermediate grades.			Years of high school.				Total.
	I to II.	II to III.	III to IV.	IV to V.	V to VI.	VI to VII.	VII to first year.	First to second year.	Second to third year.	Third to fourth year.	From fourth year.	
Manila	2,297	1,101	884	700	616	457	287	204	152	125	71	6,894
Albay	2,858	2,037	941	472	255	145	67	12	4			6,777
Antique	1,459	652	361	183	110	27	6					2,752
Bataan	1,263	160	108	31	85	29	14					640
Butangas	1,262	949	273	160	171	169	140					3,128
Bohol	4,924	2,070	514	286	168	59	28					7,999
Bulacan	2,006	1,212	498	380	179	128	79	41	28	17	12	4,680
Cagayan	995	702	372	150	186	99	51	19	18	8		2,645
Camarines	4,811	2,029	796	386	253	105	63	16				8,459
Capiz	3,645	1,382	877	326	122	66	45	15				7,018
Cavite	1,109	904	297	297	156	117	66	20				8,269
Cebu	6,530	3,604	576	483	261	92	63	20	15			12,266
Ilocos Norte	2,695	1,295	561	296	131	57	38	22	4			6,099
Ilocos Sur	1,718	1,369	807	427	830	241	154	72	36	4		6,381
Iloilo	2,870	1,611	907	463	272	124	61	32	22	19		5,172
Isabela	443	305	214	124	86	43	15	9				1,280
Laguna	1,283	768	553	259	191	111	88	14				8,257
Leyte	5,212	2,708	1,131	545	271	91	56	14				10,023
Mindoro	762	271	119	57	45	15	15	4				1,284
Misamis	1,101	562	187	113	28	13	4					2,012
Mountain	749	202	53	32	20	20						1,416
Occidental Negros	3,237	1,641	768	475	282	60	37	18	11	13	6	6,488
Oriental Negros	1,673	780	308	142	22	22	20	4				2,966
Nueva Ecija	1,265	862	514	270	229	106	99	15	9			3,869
Nueva Vizcaya	409	215	124	68	17	5	9					847
Palawan	789	364	141	54	28	11	18	4				1,354
Pampanga	2,554	1,404	730	209	187	128	75	20	19	9		5,385
Pangasinan	5,042	3,431	1,404	788	479	165	80	15				11,854
Rizal	1,725	603	422	197	117	66	63					3,188
Samar	6,328	2,608	1,157	382	69	30	22	5				10,591
Sorsogon	806	503	276	85	62	58	14	6				1,809
Surigao	1,631	804	285	103	69	33	16	8	3	3		2,955
Tarlac	1,986	1,167	641	336	154	110	45	21	20			4,480
Tayabas	1,823	1,415	1,276	901	186	145	109	19	9	3	6	5,294
Union	1,614	859	359	180	157	157	65	20				8,973
Zambales	1,572	281	192	111	73	30	24	5	4			1,292
Normal		55	40	59	56	62	38	53	31	52	17	508
Trade					33	32	14	6	8	7	3	114
Commerce					2	34	16	29				89
Total	80,440	43,638	20,961	9,992	6,080	3,440	2,108	765	392	274	122	168,212

## No. 8.—Enrollment by grades—Continued.

Division.	Intermediate grades.				Years in high schools.					Total.
	V.	VI.	VII.	Total.	1.	2.	3.	4.	Total.	
Manila	629	368	310	1,307	231	145	108	86	565	12,086
Albay	423	245	108	776	22				22	12,063
Antique	134	67	22	223	17				17	9,391
Bataan	47	54	19	120						2,483
Batangas	259	273	242	774	25				25	8,487
Bohol	143	55	27	225						22,617
Bulacan	284	306	146	736	66	80	19	15	180	13,561
Cagayan	242	178	70	490	25	20	12		57	10,416
Camarines	311	138	78	527	23				23	10,995
Capiz	248	87	62	397	26				26	19,629
Cavite	174	119	96	389	35			7	42	8,907
Cebu	304	100	79	483	31	17			48	37,680
Ilocos Norte	296	201	71	558	39	5			44	14,508
Ilocos Sur	366	325	182	873	71	26	10		107	12,190
Iloilo	528	239	138	905	87	32	22		141	19,338
Isabela	108	67	16	186						3,342
Laguna	254	171	109	534	31				31	7,757
Leyte	318	135	77	530	28				28	24,948
Mindoro	46	13	16	75						2,511
Misamis	134	52	11	197	8				8	8,411
Mountain	31	17		48						3,233
Occidental Negros	296	106	78	479	29	12	14	6	61	18,821
Oriental Negros	44	34	25	103	10				10	15,108
Nueva Ecija	231	159	130	520	26	9			35	10,765
Nueva Vizcaya	54	25	16	95	10				10	2,338
Palawan	25	15	19	59	5				5	1,886
Pampanga	287	248	147	682	37	25	13		75	14,930
Pangasinan	704	260	129	1,093	33				33	36,419
Rizal	179	134	117	430	1	1			2	8,731
Samar	136	78	51	265	21				21	17,279
Sorsogon	175	97	38	310	14				14	9,881
Surigao	118	58	32	208	10	3	8		16	10,125
Tarlac	232	141	74	447	28	9			37	12,653
Tayabas	203	259	167	629	35	12	4	9	60	12,607
Union	218	182	103	503	33				33	10,562
Zambales	119	54	50	223	15	10			25	3,543
Normal	66	70	63	199	223	124	110	54	511	314
Trade	76	64	54	194	56	13	9		78	303
Commerce	4	68	34	106	72	43			115	221
Deaf and Blind										19
Junior College										
Total	8,431	5,261	3,206	16,898	1,423	536	319	177	2,455	461,938

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**No. 11.—Occupations of intermediate graduates.**

[A table showing, by divisions and for the Islands, the present whereabouts and occupations of intermediate graduates.]

	Manila	Albay
Government students	1	
Private students in America.		
Students in provincial secondary schools.	87	
Students in insular secondary schools.	4	
Students in private schools.		
Students in professional schools.	2	
Normal School.	20	
Students, various.	5	
Nurses' Training School.	8	
Municipal teachers.	77	
Insular teachers.	9	
Private teachers.		
Preachers.		
Government employees, various.	1	
Municipal officials.		
Constabulary.		
Merchants.	4	
Business.		
Clerks.	6	
Farmers.		
Mechanics.		
Laborers.		
Married.	1	
Unemployed.	12	
Unknown.		
Deceased.	1	
Total.	172	

No. 13.—*Normal institutes.*

[A table showing, by divisions and for the Islands, the enrollment, attendance, percentage of attendance, and the instructors, American and Filipino, in the normal institutes held during the school year 1909-10.]

Division.	Weeks in session.	Enrollment.	Attendance.	Percentage of attendance.	Instructors.	
					American.	Filipino.
Manila						
Albay	4	170	168	99	7	5
Antique	6	103	95	96	4	
Bataan	2	47	45	95	3	
Batangas	6	164	158	96	6	1
Bohol	4	396	366	96	8	7
Bulacan	6	161	157	98	5	3
Cagayan	2	181	170	94	5	13
Camarines	6	156	130	91	11	6
Capiz	4	326	302	95	15	3
Cavite	4	39	39	100	1	5
	4	103	100	97	5	5
Cebu						
Ilocos Norte	4	287	226	98	6	2
Ilocos Sur						
Iloilo	5	479	398	91	8	
Isabela	6	56	54	97	3	2
Laguna	4	128	119	95	7	3
Leyte	8	311	302	97	16	2
Mindoro	13	60	57	98	3	3
	8	74	57	85	2	3
Misamis	3	105	102	100	5	6
Mountain						
Occidental Negros	4	208	191	97	11	3
	6	281	270	97	11	1
Oriental Negros	6	356	311	96	9	3
Nueva Ecija	7	161	153	99	5	2
Nueva Vizcaya	4	62	58	97	4	3
Palawan						
Pampanga	7	211	197	94	9	
Pangasinan	8	434	433	99	14	5
	5	164	148	96	8	
Rizal						
Samar						
Sorsogon						
Surigao	6	182	168	92	6	1
	24	22	19	86	2	1
Tarlac	8	154	148	97	6	3
Tayabas						
Union	4	187	187	100	5	15
Zambales						
Normal	4	785	682	89	24	24
Trade	8	106	100	96	2	1
Commerce						
Deaf and Blind						
Junior College						
Total	177½	6,608	6,110	92	236	181



## No. 12.—Total population and school attendance.

[A table showing, by divisions and for the Islands, the relation of total population and school population to school enrollment, for the school year, 1909-10.]

Division.	Total population.	School population.	Proposed school attendance.	Average monthly enrollment.	Percentage of total population in school.	Percentage of school population in school.	Relation of average monthly enrollment to proposed school attendance.
							<i>Per cent.</i>
Manila.....	235,000	39,166	13,056	11,680	5	30	89
Albay.....	239,434	39,905	13,302	11,414	5	29	86
Antique.....	134,166	22,361	7,454	8,638	6	39	116
Bataan.....	45,166	7,527	2,509	2,172	5	28	87
Batangas.....	257,714	42,952	14,317	9,412	4	22	85
Bohol.....	269,324	44,887	14,962	23,598	9	58	157
Bulacan.....	223,327	37,221	12,407	13,845	6	37	112
Cagayan.....	152,825	25,471	8,490	9,565	6	38	113
Camaringes.....	233,472	38,912	12,971	10,465	4	26	79
Capiz.....	278,940	46,490	15,497	17,510	6	38	114
Cavite.....	134,779	22,463	7,498	7,926	5	35	106
Cebu.....	694,590	115,765	38,588	36,786	5	32	95
Ilocos Norte.....	177,667	29,611	9,870	13,761	8	47	139
Ilocos Sur.....	214,342	35,724	11,908	12,087	6	34	102
Iloilo.....	403,932	67,322	22,441	18,259	4	27	81
Isabela.....	68,793	11,466	3,822	3,013	4	26	78
Laguna.....	148,606	24,768	8,256	7,344	5	29	84
Leyte.....	389,631	64,939	21,646	23,105	6	36	107
Mindoro.....	40,639	6,777	2,259	2,776	7	41	122
Misamis.....	157,090	22,848	7,616	8,054	6	35	106
Mountain.....	257,556	42,926	14,309	2,602	1	6	18
Occidental Negros.....	361,618	50,270	16,757	17,090	8	34	101
Oriental Negros.....	184,889	30,813	10,271	14,019	8	45	126
Nueva Ecija.....	132,999	22,167	7,889	10,030	8	46	138
Nueva Vizcaya.....	22,066	3,667	1,222	2,251	10	61	184
Palawan.....	28,022	4,670	1,557	2,246	8	48	143
Pampanga.....	210,358	35,060	11,686	14,088	7	40	120
Pangasinan.....	489,235	73,206	24,402	33,085	7	45	136
Rizal.....	172,400	28,800	9,600	7,993	5	28	83
Samar.....	265,549	44,258	14,753	14,921	6	34	101
Sorsogon.....	167,806	27,968	9,323	9,063	5	33	91
Surigao.....	110,225	18,371	6,124	9,090	8	49	148
Tarlac.....	137,155	22,559	7,620	11,829	9	52	155
Tayabas.....	201,929	33,655	11,218	12,338	6	36	108
Union.....	126,294	21,019	7,016	10,183	8	48	145
Zambales.....	56,099	9,350	3,116	3,535	6	38	113
Normal.....				721			
Trade.....				306			
Commerce.....				242			
Deaf and Blind.....				19			
Junior College.....				164			
Total.....	7,293,997	1,215,666	405,222	427,165	6	35	106

NOTE.—Total school population, as used in this report, is one-sixth of the total population. The proposed school attendance is one-third of the school population.

No. 14.—Attainments of Filipino teachers—Continued.

Division.	Ability to teach by grades.										Executive ability.			
	I.	II.	III.	IV.	V.	VI.	VII.	First.	Second.	Total.	A.	B.	C.	Total.
Manila	143	69	75	40	12	13	1			353	307	41	5	353
Albay		61	88	43	17	11	6			226	188	30	13	226
Antique	25	64	24	15	6	2				186	125	9	2	186
Bataan	4	14	22	7	2	2	1			52	31	21		52
Batangas	4	100	69	25	41	1				240	210	26	4	240
Bohol	67	173	88	44	14	3	2			391	349	37	5	391
Bulacan	1	8	125	40	17	9				200	161	30	9	200
Cagayan	17	28	56	60	24	11	3			199	140	48	11	199
Camarines	3	12	72	65	38	5				195	148	45	2	195
Capiz	46	101	83	70	20	8				328	212	102	14	328
Cavite	27	59	46	36	5	9	14			196	170	20	6	196
Cebu	198	304	114	73	27	17	5			738	686	42	10	738
Ilocos Norte	8	219	56	29	18		1			331	300	30	1	331
Ilocos Sur	89	89	73	80	26	8	7			272	232	37	3	272
Iloilo	75	134	123	113	34	32	13			524	429	82	13	524
Isabela	10	1	22	31	19					83	31	52		83
Laguna	19	57	40	43	10	7	7			183	141	33	9	183
Leyte		227	110	72	8		3			420	376	40	4	420
Mindoro	3	33	19	19	4					78	65	5	8	78
Misamis	8	30	55	24	13	5				185	106	23	6	185
Mountain	12	24	24	11						71	53	18		71
Occidental Negros		93	137	82	71	1	7			391	300	89	2	391
Oriental Negros	49	105	63	43		3	8			266	65	144	57	266
Nueva Ecija	6	86	77	42	16	8	4			239	205	19	15	239
Nueva Vizcaya	12	28	11	5	8					57	49	7	1	57
Palawan		7	10	8	11	5				41	41			41
Pampanga	17	114	71	33	17	8	2			262	242	15	5	262
Pangasinan	3	24	174	297	215	8	6			727	631	71	25	727
Rizal	8	22	41	108	1	4	6			190	148	36	6	190
Samar	15	43	92	58	22	4	1			235	195	38	2	235
Sorsogon	74	87	29	15	12					167	129	30	8	167
Surigao	53	69	52	32	9	4	1			220	145	64	11	220
Tarlac	58	78	54	23	17	4	1			235	214	14	7	235
Tayabas	95	76	44	29	5	3				252	213	37	2	252
Union	76	51	36	12	4	6				184	170	14		184
Zambales	18	33	9	16	14		3			98	62	30	1	98
Normal				3		1	5			9	5	4		9
Trade					2	5	4			11	6	4	1	11
Commerce							1		1	2				2
Deaf and Blind														
Junior College														
Total	1,198	2,671	2,284	1,696	774	206	107	1	8,932	7,277	1,387	268		8,932

NOTE.—Executive ability: Class "A" represents the ability of a teacher to organize and supervise a class; "B," a town; "C," a district. Teachers having Grade I attainments are in most cases special industrial teachers.

## No. 14.—Attainments of Filipino teachers.

[A table showing, by divisions and for the Islands, the scholastic attainments, the ability to teach, and the executive ability of all Filipino teachers employed during the school year 1909-10.]

Division.	Attainments, by grades.											
	I.	II.	III.	IV.	V.	VI.	VII.	First.	Second.	Third.	Fourth.	Total.
Manila				59	70	60	46	70	28	15	10	353
Albay			2		2	62	91	46	18	5		228
Antique	2				22	65	22	11	9	5		136
Bataan					1	15	24	8	1		3	52
Batangas	4				1	15	85	117	9	2	7	240
Bohol	6			28	127	127	82	17	3	1		891
Bulacan				1		23	110	47	11	2	6	200
Cagayan	10			7	43	56	44	33	5		1	199
Camarines	3	1			10	59	78	33	9		2	195
Capiz	6			21	86	82	67	58	10		3	328
Cavite	3				25	48	60	50	7		3	196
Cebu		2	25	88	290	208	88	40	2	8	2	736
Ilocos Norte					49	148	98	28	5	5	3	331
Ilocos Sur			17	20	86	89	56	29	12	9	4	272
Iloilo	32			17	67	145	173	66	9	4	11	524
Isabela	10				11	28	17	14	3			83
Laguna					9	57	51	53	7		6	188
Leyte					123	146	88	33	16	11	3	420
Mindoro	3				16	18	18	21			2	78
Misamis				4	35	42	35	14	5			185
Mountain	14		3	14	18	19	3					71
Occidental Negros					94	137	82	71	1		6	391
Oriental Negros				47	99	70	34	12	2		2	265
Nueva Ecija					21	88	90	27	6	2	5	239
Nueva Vizcaya	2		1		16	29	5	3	1			57
Palawan				1	12	6	3	19				41
Pampanga	7				3	80	117	49	3		3	262
Pangasinan	3				27	136	191	338	25	5	2	727
Rizal	3				8	19	42	102	5	2	9	190
Samar				1	76	64	66	25	3			235
Sorsogon				2	27	59	45	32	2			167
Surigao	14		12	37	71	34	33	17			2	220
Tarlac					1	77	89	59	5	3	1	235
Tayabas	31			2	25	62	38	86	6		2	252
Union	2				43	49	56	25			3	184
Zambales	2				17	18	28	22	1	2	3	98
Normal							8	2			4	9
Trade					1	6	3				1	11
Commerce							1			1		2
Deaf and Blind												
Junior College												
Total	157	3	60	344	1,638	2,391	2,257	1,672	224	77	109	8,982

Zambales	1	4	2	4	7	4	13	4	17	58	16	82	20	102																				
Normal	2	6	6	11	8	17	1	1	2	7	---	10	24	34																				
Trade	8	2	1	---	9	2	11	---	11	---	---	20	2	22																				
Commerce	2	2	3	4	6	6	1	1	2	---	---	8	6	14																				
Deaf and Blind	---	---	---	---	---	---	---	---	---	---	---	---	---	---																				
Junior College	---	---	6	3	6	3	---	---	---	---	---	6	3	9																				
Total	4	13	154	176	62	40	273	10	493	239	465	104	211	82	2	145	1	823	187	4,869	2,194	48	19	4,907	2,213	96	34	6	9	102	48	6,325	2,682	9,007

NOTE.—American teachers receive salary from the Insular Government. Filipino Insular teachers receive salary from the Insular Government. Filipino Municipal teachers receive salary from the towns which employ them. Apprentice teachers are Filipinos serving without pay.

No. 16.—*Filipino Insular teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino Insular teachers, March, 1910.]

Division.	Insular male.			Insular female.			Male and female.		
	Num- ber.	Aver- age salar- ies.	Total salaries.	Num- ber.	Average salaries.	Total salaries.	Total num- ber.	Aver- age In- sular.	Total Insular.
Manila.....	1	P40.00	P40.00	1	P110.00	P110.00	2	P75.00	P150.00
Albay.....	17	59.15	1,095.55	2	55.00	110.00	19	58.71	1,115.55
Apitque.....	18	43.48	782.64	2	35.00	70.00	20	42.63	852.64
Bataan.....	10	49.00	490.00				10	49.00	490.00
Batangas.....	23	53.91	1,239.93	8	55.00	440.00	31	54.19	1,679.93
Bohol.....	23	40.22	925.06	4	30.00	120.00	27	38.71	1,045.06
Bulacan.....	20	66.00	1,320.00	5	56.00	280.00	25	64.00	1,600.00
Cagayan.....	24	44.16	1,059.84	6	37.50	225.00	30	42.88	1,284.84
Camarines.....	16	40.00	640.00	6	49.00	294.00	22	42.45	934.00
Capiz.....	20	53.71	1,074.20	8	55.84	446.72	28	54.32	1,520.92
Cavite.....	15	61.16	917.40	9	51.00	459.00	24	57.35	1,376.40
Cebu.....	35	48.26	1,514.10	5	38.00	190.00	40	42.60	1,704.10
Ilocos Norte.....	19	47.78	907.82	3	46.66	139.98	22	47.63	1,047.80
Ilocos Sur.....	51	36.30	1,851.30	13	51.92	674.96	64	39.47	2,526.26
Iloilo.....	27	55.52	1,499.04	8	51.88	415.24	35	54.69	1,914.28
Isabela.....	9	37.00	333.00	1	40.00	40.00	10	37.30	373.00
Laguna.....	17	61.20	1,040.40	5	50.00	250.00	22	58.65	1,290.40
Leyte.....	23	43.04	989.92	2	40.00	80.00	25	42.80	1,069.92
Mindoro.....	9	42.50	382.50	2	35.00	70.00	11	41.14	452.50
Misamis.....	26	41.76	1,085.76	9	29.00	261.00	35	38.48	1,346.76
Mountain.....	40	24.98	999.20	21	14.69	308.49	61	21.44	1,307.69
Occidental Negros.....	29	49.31	1,429.99	12	50.42	605.04	41	49.63	2,035.03
Oriental Negros.....	19	32.71	621.49	5	48.00	240.00	24	35.90	861.49
Nueva Ecija.....	23	56.30	1,294.90	1	60.00	60.00	24	56.45	1,354.90
Nueva Vizcaya.....	17	25.59	435.03	4	11.00	44.00	21	22.81	479.03
Palawan.....	16	40.83	653.28				16	40.83	653.28
Pampanga.....	26	53.15	1,381.90	6	37.50	225.00	32	50.22	1,606.90
Pangasinan.....	43	51.96	2,234.28	8	55.00	440.00	51	52.44	2,674.28
Rizal.....	21	52.57	1,103.97	4	45.00	180.00	25	51.36	1,283.97
Samar.....	27	36.60	988.20	6	42.50	255.00	33	37.67	1,243.20
Sorsogon.....	13	42.92	558.00				13	42.92	558.00
Surigao.....	57	29.00	1,653.00	5	37.50	187.50	62	29.69	1,840.50
Tarlac.....	16	51.56	824.96	3	45.00	135.00	19	50.53	959.96
Tayabas.....	18	52.22	939.96	9	48.78	439.02	27	51.07	1,378.98
Union.....	19	40.63	771.97	1	35.00	35.00	20	40.35	806.97
Zambales.....	17	45.12	767.04				17	45.12	767.04
Normal.....	2	95.00	190.00	7	57.14	400.00	9	65.66	590.00
Trade.....	11	73.64	810.00				11	73.64	810.00
Commerce.....	2	60.00	120.00				2	60.00	120.00
Deaf and Blind.....									
Junior College.....									
Total.....	819	45.02	36,875.68	191	43.82	8,229.95	1,010	44.66	45,105.58

No. 17.—*Regular municipal teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino regular municipal teachers, March, 1910.]

Division.	Male.			Female.			Male and female.	
	Number.	Average salaries.	Total salaries.	Number.	Average salaries.	Total salaries.	Number.	Total average salaries.
Manila	81	₱74.00	₱5,994.00	72	₱68.00	₱4,896.00	153	₱71.18
Albay	149	23.47	3,497.03	53	22.76	1,206.28	202	23.28
Antique	98	14.64	1,361.52	21	14.50	304.50	114	14.61
Bataan	20	20.00	400.00	12	19.00	228.00	32	19.62
Batangas	162	21.51	3,269.52	63	24.83	1,315.99	205	22.37
Bohol	182	11.82	2,096.64	108	11.17	1,206.36	290	11.89
Bulacan	75	23.57	1,767.75	55	24.20	1,331.00	130	23.84
Cagayan	113	17.20	1,943.60	46	15.70	722.20	159	16.76
Camarines	109	20.34	2,217.06	47	21.40	1,005.80	156	20.66
Capiz	31	17.32	536.92	10	19.33	193.30	41	17.81
Cavite	40	20.47	1,637.60	56	18.85	1,055.60	136	19.80
Cebu	178	15.61	2,778.58	78	15.93	1,242.54	256	15.71
Ilocos Norte	164	11.01	1,805.64	55	11.08	609.40	219	11.08
Ilocos Sur	121	15.16	1,834.36	84	15.00	1,260.00	205	15.09
Iloilo	235	17.04	4,004.40	103	16.78	1,728.34	338	16.96
Isabela	48	19.75	948.60	10	18.45	184.50	58	19.52
Laguna	67	22.00	1,474.00	33	20.50	676.50	100	21.51
Leyte	187	17.32	3,238.64	59	14.86	876.74	246	16.73
Mindoro	47	14.55	688.85	15	14.37	215.50	62	14.51
Misamis	24	19.48	467.52	23	19.30	443.90	47	19.39
Mountain	6	13.66	81.96	3	15.00	45.00	9	14.11
Occidental Negros	182	17.03	3,099.46	61	15.73	963.19	243	16.72
Oriental Negros	88	12.63	1,111.44	54	11.39	615.06	142	12.16
Nueva Ecija	108	16.66	1,799.28	43	16.02	688.86	151	16.43
Nueva Vizcaya	11	13.73	151.03	9	14.78	133.02	20	14.20
Palawan	10	24.46	244.60	4	23.83	95.32	14	24.28
Pampanga	104	22.76	2,367.04	64	21.21	1,357.44	168	22.17
Pangasinan	119	23.49	2,795.81	86	23.28	838.08	155	23.44
Rizal	52	25.27	1,314.04	77	22.59	1,739.43	129	23.67
Samar	29	18.74	543.46	6	14.50	87.00	35	18.01
Sorsogon	90	20.63	1,856.70	29	20.77	602.33	119	20.66
Surigao	26	15.61	405.86	18	14.00	252.00	44	14.95
Tarlac	91	17.87	1,626.17	17	16.00	272.00	108	17.58
Tayabas	111	21.65	2,403.15	82	20.64	1,692.48	193	21.22
Union	115	12.16	1,398.40	45	10.57	473.65	160	11.71
Zambales	52	13.76	715.00	15	11.18	167.70	67	13.17
Normal								
Trade								
Commerce								
Deaf and Blind								
Junior College								
<b>Total</b>	<b>3,350</b>	<b>19.07</b>	<b>63,870.33</b>	<b>1,556</b>	<b>19.75</b>	<b>30,727.01</b>	<b>4,906</b>	<b>19.28</b>

No. 16.—*Filipino Insular teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino Insular teachers, March, 1910.]

Division.	Insular male.			Insular female.			Male and female.		
	Num-ber.	Aver-age salaries.	Total salaries.	Num-ber.	Average salaries.	Total salaries.	Total num-ber.	Aver-age In-sular.	Total Insular.
Manila	1	₱40.00	₱40.00	1	₱110.00	₱110.00	2	₱75.00	₱150.00
Albay	17	59.15	1,005.55	2	55.00	110.00	19	58.71	1,115.55
Antique	18	43.48	782.64	2	35.00	70.00	20	42.63	852.64
Bataan	10	49.00	490.00				10	49.00	490.00
Batangas	23	53.91	1,239.93	8	55.00	440.00	31	54.19	1,679.93
Bohol	23	40.22	925.06	4	30.00	120.00	27	38.71	1,045.06
Bulacan	20	66.00	1,320.00	5	56.00	280.00	25	64.00	1,600.00
Cagayan	24	44.16	1,059.84	6	37.50	225.00	30	42.83	1,284.84
Camaringes	16	40.00	640.00	6	49.00	294.00	22	42.45	934.00
Capiz	20	53.71	1,074.20	8	55.84	446.72	28	54.82	1,520.92
Capite	15	61.16	917.40	9	51.00	459.00	24	57.35	1,376.40
Cebu	35	43.26	1,514.10	5	38.00	190.00	40	42.60	1,704.10
Ilocos Norte	19	47.78	907.82	3	46.66	139.98	22	47.63	1,047.80
Ilocos Sur	51	36.30	1,851.30	13	51.92	674.96	64	39.47	2,526.26
Iloilo	27	55.52	1,499.04	8	51.88	415.24	35	54.69	1,914.28
Isabela	9	37.00	333.00	1	40.00	40.00	10	37.30	373.00
Laguna	17	61.20	1,040.40	5	50.00	250.00	22	58.65	1,290.40
Leyte	23	43.04	989.92	2	40.00	80.00	25	42.80	1,069.92
Mindoro	9	42.50	382.50	2	35.00	70.00	11	41.14	452.50
Misamis	26	41.76	1,085.76	9	29.00	261.00	35	38.48	1,346.76
Mountain	40	24.98	999.20	21	14.69	308.49	61	21.44	1,307.69
Occidental Negros	29	49.31	1,429.99	12	50.42	605.04	41	49.63	2,035.03
Oriental Negros	19	32.71	621.49	5	48.00	240.00	24	35.90	861.49
Nueva Ecija	23	56.30	1,294.90	1	60.00	60.00	24	56.45	1,354.90
Nueva Vizcaya	17	25.59	435.03	4	11.00	44.00	21	22.81	479.03
Palawan	16	40.83	653.28				16	40.83	653.28
Pampanga	26	53.15	1,381.90	6	37.50	225.00	32	50.22	1,606.90
Pangasinan	43	51.96	2,234.28	8	55.00	440.00	51	52.44	2,674.28
Rizal	21	52.57	1,103.97	4	45.00	180.00	25	51.86	1,283.97
Samar	27	36.60	988.20	6	42.50	255.00	33	37.67	1,243.20
Sorsogon	13	42.92	558.00				13	42.92	558.00
Surigao	57	29.00	1,653.00	5	37.50	187.50	62	29.69	1,840.50
Tarlac	16	51.56	824.96	3	45.00	135.00	19	50.53	959.96
Tayabas	18	52.22	939.96	9	48.78	439.02	27	51.07	1,378.98
Union	19	40.63	771.97	1	35.00	35.00	20	40.35	806.97
Zambales	17	45.12	767.04				17	45.12	767.04
Normal	2	95.00	190.00	7	57.14	400.00	9	65.66	590.00
Trade	11	73.64	810.00				11	73.64	810.00
Commerce	2	60.00	120.00				2	60.00	120.00
Deaf and Blind									
Junior College									
Total	819	45.02	36,875.63	191	43.32	8,229.95	1,010	44.66	45,105.58

No. 19.—*Municipal teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino municipal teachers, March, 1910.]

Division.	Regular.			Temporary.			Grand total.		
	Num-ber.	Aver-age sal-aries.	Total sala-ries.	Num-ber.	Aver-age sal-aries.	Total sala-ries.	Num-ber.	Aver-age sal-aries.	Total sala-ries.
Manila.....	153	₱71.18	₱10,890.00	198	₱35.54	₱7,038.00	351	₱51.08	₱17,928.00
Albay.....	202	23.28	4,708.81	5	17.00	85.00	207	23.13	4,788.31
Antique.....	114	14.61	1,666.02	1	30.00	30.00	115	14.75	1,696.02
Bataan.....	32	19.62	628.00	5	16.00	80.00	37	19.14	708.00
Batangas.....	205	22.37	4,585.51	4	17.50	70.00	209	22.27	4,655.51
Bohol.....	290	11.89	3,308.00	42	14.10	592.30	332	11.73	3,895.30
Bulacan.....	130	23.84	3,098.75	44	18.38	808.76	174	22.46	3,907.51
Cagayan.....	159	16.76	2,665.80				159	16.77	2,665.80
Camarines.....	156	20.66	3,222.86	5	13.50	67.50	161	20.44	3,290.36
Capiz.....	41	17.81	730.22	259	12.77	3,307.99	300	13.46	4,038.21
Cavite.....	136	19.80	2,698.20	15	16.03	240.38	151	19.43	2,938.58
Cebu.....	256	15.71	4,021.12	411	12.62	5,186.82	667	13.81	9,207.94
Ilocos Norte.....	219	11.03	2,415.04	11	15.44	169.80	230	11.24	2,584.84
Ilocos Sur.....	205	15.09	3,094.36				205	15.09	3,094.36
Iloilo.....	338	16.96	5,732.74				338	16.96	5,732.74
Isabela.....	58	19.52	1,133.10	15	18.46	276.90	73	19.32	1,410.00
Laguna.....	100	21.51	2,160.50	42	15.79	663.20	142	19.81	2,813.70
Leyte.....	246	16.73	4,115.58	106	13.31	1,410.66	352	15.70	5,526.24
Mindoro.....	62	14.51	899.35	2	20.00	40.00	64	14.70	939.35
Misamis.....	47	19.39	911.42	51	17.06	870.08	98	18.18	1,781.45
Mountain.....	9	14.11	126.96				9	14.11	126.96
Occidental Negros.....	243	16.72	4,062.65	30	14.07	422.01	273	16.43	4,484.66
Oriental Negros.....	142	12.16	1,726.50	54	8.53	460.54	196	11.16	2,187.04
Nueva Ecija.....	151	16.48	2,488.14	6	13.83	83.00	157	16.38	2,571.14
Nueva Vizcaya.....	20	14.20	284.06	7	10.00	70.00	27	13.11	354.05
Palawan.....	14	24.28	339.92	11	19.58	215.41	25	22.21	555.33
Pampanga.....	163	22.17	3,724.48	62	17.17	1,064.70	230	20.82	4,789.18
Pangasinan.....	155	23.44	3,633.39	426	16.10	6,860.54	581	18.06	10,493.98
Rizal.....	129	23.67	3,053.47	4	20.69	82.77	133	23.58	3,136.24
Samar.....	85	18.01	630.46	167	13.25	2,213.06	202	14.08	2,843.52
Sorsogon.....	119	20.66	2,459.03	33	17.12	564.90	152	19.89	3,023.93
Surigao.....	44	14.95	657.86	84	10.83	909.32	128	12.24	1,567.18
Tarlac.....	108	17.58	1,898.17	77	13.79	1,061.97	185	16.00	2,960.14
Tayabas.....	193	21.22	4,095.63	28	20.24	566.74	221	21.10	4,662.37
Union.....	160	11.71	1,874.05	2	10.83	21.66	162	11.70	1,895.71
Zambales.....	67	13.17	882.70	7	11.57	80.98	74	13.02	963.68
Normal.....									
Trade.....									
Commerce.....									
Deaf and Blind.....									
Junior College.....									
Total.....	4,906	19.28	94,597.34	2,214	16.09	35,614.94	7,120	18.29	130,212.28



No. 18.—*Temporary municipal teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino temporary municipal teachers, March, 1910.]

Division.	Male.			Female.			Male and female.	
	Num-ber.	Aver-age sala-ries.	Total salaries.	Num-ber.	Aver-age sala-ries.	Total salaries.	Num-ber.	Total average sala-ries.
Manila .....	72	P40.00	P2,880.00	126	P38.00	P4,158.00	198	P35.54
Albay .....	4	16.25	65.00	1	20.00	20.00	5	17.00
Antique .....	1	30.00	30.00				1	30.00
Bataan .....	5	16.00	80.00				5	16.00
Batangas .....	2	17.50	35.00	2	17.50	35.00	4	17.50
Bohol .....	29	14.22	412.88	13	13.84	179.92	42	14.10
Bulacan .....	28	18.17	508.76	16	18.75	300.00	44	18.38
Cagayan .....								
Camarines .....	5	13.50	67.50				5	13.50
Capiz .....	189	12.91	2,439.99	70	12.40	868.00	259	12.77
Cavite .....	11	16.58	182.38	4	14.50	58.00	15	16.08
Cebu .....	288	12.21	3,516.48	123	13.58	1,670.34	411	12.62
Ilocos Norte .....	4	22.50	90.00	7	11.40	79.80	11	15.44
Ilocos Sur .....								
Iloilo .....								
Isabela .....	10	19.69	196.90	5	16.00	80.00	15	18.46
Laguna .....	22	17.60	387.20	20	13.80	276.00	42	15.79
Leyte .....	70	14.31	1,001.70	36	11.36	408.96	106	13.31
Mindoro .....	2	20.00	40.00				2	20.00
Misamis .....	24	18.33	439.92	27	15.93	430.11	51	17.06
Mountain .....								
Occidental Negros .....	21	14.19	297.99	9	13.78	124.02	30	14.07
Oriental Negros .....	34	8.31	282.54	20	8.90	178.00	54	8.58
Nueva Ecija .....	4	14.50	58.00	2	12.50	25.00	6	13.83
Nueva Vizcaya .....	4	10.00	40.00	3	10.00	30.00	7	10.00
Palawan .....	8	18.05	144.40	3	23.67	71.01	11	19.58
Pampanga .....	42	17.55	737.10	20	16.38	327.60	62	17.17
Pangasinan .....	338	16.15	5,458.70	88	15.93	1,401.84	426	16.10
Rizal .....	3	22.59	67.77	1	15.00	15.00	4	20.69
Samar .....	139	13.50	1,876.50	28	12.02	336.56	167	13.25
Sorsogon .....	30	16.83	504.90	3	20.00	60.00	33	17.12
Surigao .....	53	11.15	590.95	31	10.27	318.87	84	10.83
Tarlac .....	70	13.80	966.00	7	13.71	95.97	77	13.79
Tayabas .....	10	22.25	222.50	18	19.18	344.24	28	20.24
Union .....	1	10.66	10.66	1	11.00	11.00	2	10.83
Zambales .....	6	11.83	70.98	1	10.00	10.00	7	11.57
Normal .....								
Trade .....								
Commerce .....								
Deaf and Blind .....								
Junior College .....								
Total .....	1,529	15.50	23,702.20	685	17.89	11,912.74	2,214	16.09

No. 21.—*Pupils engaged in industrial work.*

[A table showing, by divisions and for the Islands, the actual number of pupils engaged in Industrial Work, by Grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	4,584	2,160	1,849	977	242	256	152	9,720
Albay	4,617	2,711	1,696	821	379	195	88	10,507
Antique	6,360	1,920	852	300	174	61	19	9,686
Bataan	990	405	184	51	47	38	16	1,781
Batangas	6,119	1,572	1,086	368	393	246	184	9,968
Bohol	17,577	4,014	1,551	462	182	52	26	23,864
Bulacan	7,939	2,366	1,352	515	366	242	138	12,918
Cagayan	6,714	2,021	890	363	303	146	76	10,513
Camarines	5,302	2,345	1,203	401	328	135	66	9,780
Capiz	10,945	4,200	1,704	552	306	100	63	17,870
Cavite	4,447	1,935	1,010	330	244	121	75	8,162
Cebu	21,876	6,533	1,744	497	215	97	59	31,021
Ilocos Norte	7,529	3,073	1,080	542	297	174	72	12,717
Ilocos Sur	5,443	3,348	1,383	563	393	304	163	11,597
Iloilo	8,661	3,969	1,882	1,081	470	225	107	16,395
Isabela	1,050	572	423	196	139	53	15	2,448
Laguna	2,452	1,174	870	398	223	154	101	5,872
Leyte	11,252	4,119	1,783	754	292	152	75	18,427
Mindoro	2,303	523	237	65	65	13	13	3,219
Misamis	3,944	1,478	911	816	147	44	7	6,847
Mountain	1,853	485	240	82	36	13		2,709
Occidental Negros	9,508	3,986	1,722	666	429	114	62	16,437
Oriental Negros	6,560	2,615	1,019	258	61	36	20	10,589
Nueva Ecija	4,204	1,990	980	400	353	148	119	8,194
Nueva Vizcaya	1,060	393	298	129	64	23	13	1,980
Palawan	1,255	502	223	89	22	14	18	2,123
Pampanga	8,140	2,348	1,169	619	243	228	100	12,447
Pangasinan	19,856	6,298	2,692	1,148	652	204	105	30,954
Rizal	2,568	1,294	801	361	168	128	103	5,423
Samar	5,971	2,525	1,161	444	101	60	41	10,303
Sorsogon	4,193	1,580	897	410	215	77	31	7,353
Surigao	3,950	1,502	712	365	108	54	36	6,727
Tarlac	7,475	1,927	1,002	447	389	135	55	11,430
Tayabas	4,715	1,923	950	463	160	166	96	8,473
Union	6,082	1,906	912	454	218	183	100	9,855
Zambales	1,597	848	335	171	115	51	46	3,168
Normal	66	59	50	47		67	56	345
Trade				31	71	57	52	211
Commerce								
Deaf and Blind								
Junior College								
Total	229,176	82,519	38,308	16,136	8,610	4,566	2,568	381,878

No. 20.-- *Filipino teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of all Filipino teachers, March, 1910.]

Division.	Municipal.			Insular.			Total.		
	Num- ber.	Total salaries.	Aver- age sala- ries.	Num- ber.	Total salaries.	Aver- age sala- ries.	Num- ber.	Total salaries.	Aver- age month- ly sala- ries.
Manila.....	351	P17,928.00	P51.08	2	P150.00	P75.00	353	P18,078.00	P51.21
Albay.....	207	4,788.31	23.13	19	1,115.55	58.71	226	5,903.86	18.11
Antique.....	115	1,696.02	14.75	20	852.64	42.63	135	2,548.66	18.88
Bataan.....	37	708.00	19.14	10	490.00	49.00	47	1,198.00	25.49
Batangas.....	209	4,655.51	22.27	31	1,679.93	54.19	240	6,335.44	26.32
Bohol.....	332	3,895.30	11.73	27	1,045.06	38.71	359	4,940.36	13.76
Bulacan.....	174	3,907.51	22.46	25	1,600.00	64.00	199	5,507.51	27.68
Cagayan.....	159	2,665.80	16.77	30	1,284.84	42.83	189	3,950.64	20.90
Camarines.....	161	3,290.36	20.44	22	934.00	42.45	183	4,224.36	23.08
Capiz.....	300	4,038.21	13.46	28	1,520.92	54.32	328	5,559.13	16.95
Cavite.....	151	2,933.58	19.43	24	1,376.40	57.35	175	4,309.98	24.63
Cebu.....	667	9,207.94	13.81	40	1,704.10	42.60	707	10,912.04	15.43
Ilocos Norte.....	230	2,584.84	11.24	22	1,047.80	47.63	252	3,632.64	14.41
Ilocos Sur.....	205	3,094.36	15.09	64	2,526.26	39.47	269	5,620.62	20.89
Iloilo.....	338	5,732.74	16.96	35	1,914.28	54.69	373	7,647.02	20.50
Isabela.....	73	1,410.00	19.32	10	373.00	37.30	83	1,783.00	21.47
Laguna.....	142	2,813.70	19.81	22	1,290.40	58.65	164	4,104.10	25.66
Leyte.....	352	5,526.24	15.70	25	1,069.92	42.80	377	6,596.16	17.50
Mindoro.....	64	939.35	14.70	11	452.50	41.14	75	1,391.85	18.56
Misamis.....	98	1,781.45	18.18	35	1,346.76	38.48	133	3,128.21	23.47
Mountain.....	9	126.96	14.11	61	1,307.69	21.44	70	1,434.65	20.50
Occidental Negros.....	273	4,484.66	16.43	41	2,035.03	49.63	314	6,519.69	20.76
Oriental Negros.....	196	2,187.04	11.16	24	861.49	35.90	220	3,048.53	13.86
Nueva Ecija.....	157	2,571.14	16.38	24	1,351.90	56.45	181	3,923.04	21.69
Nueva Vizcaya.....	27	354.05	13.11	21	479.03	22.81	48	833.08	17.36
Palawan.....	25	555.33	22.21	16	653.28	40.83	41	1,208.61	29.48
Pampanga.....	230	4,789.18	20.82	32	1,606.90	50.22	262	6,396.08	23.84
Pangasinan.....	581	10,493.98	18.06	51	2,674.28	52.44	632	13,168.21	20.84
Rizal.....	133	3,136.24	23.58	25	1,283.97	51.36	158	4,420.21	27.98
Samar.....	202	2,843.52	14.08	33	1,243.20	37.67	235	4,086.72	17.43
Sorsogon.....	152	3,023.93	19.89	13	558.00	42.92	165	3,581.93	21.71
Surigao.....	128	1,567.18	12.24	62	1,840.50	29.69	190	3,407.68	17.93
Tarlac.....	185	2,960.14	16.00	19	959.96	50.53	204	3,920.10	19.21
Tayabas.....	221	4,662.37	21.10	27	1,378.98	51.07	248	6,041.35	24.88
Union.....	162	1,895.71	11.70	20	806.97	40.35	182	2,702.68	14.85
Zambales.....	74	963.68	13.02	17	767.04	45.12	91	1,730.72	19.02
Normal.....				9	590.00	65.56	9	590.00	65.56
Trade.....				11	810.00	73.64	11	810.00	73.64
Commerce.....				2	120.00	60.00	2	120.00	60.00
Deaf and Blind.....									
Junior College.....									
Total.....	7,120	130,212.28	18.29	1,010	45,105.58	44.66	8,130	175,317.86	21.56

NOTE.—These tables do not include apprentice teachers without salary.

No. 23.—*Loom weaving.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in loom weaving, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila								
Albay	81	19	12	9	9	3		83
Antique				5	1			6
Bataan	10	17	10					37
Batangas								
Bohol	207	116	61	52				436
Bulacan								
Cagayan				28	5			33
Camarines	16	36	24	9				85
Capiz			35	19	7			61
Cavite			10		12	11	12	45
Cebu	68	61	34	41				204
Ilocos Norte	6	35	86	98	14	11		250
Ilocos Sur	4	8		4				16
Iloilo	17	33	19	21				90
Isabela				11				11
Laguna								
Leyte			50					50
Mindoro								
Misamis	14	5	8	29				56
Mountain	181	31	12					224
Occidental Negros	12	13	12	1	9			47
Oriental Negros				22				22
Nueva Ecija	169	348	281	163	127	39	28	1,105
Nueva Vizcaya	28							28
Palawan				7	5	1	1	14
Pampanga		238	173	151	24	32	10	628
Pangasinan		6	5	15	6			32
Rizal	6	16	5	6	1			34
Samar								
Sorsogon								
Surigao			5	8				13
Tarlac		1			22	3	1	27
Tayabas								
Union			30	43				73
Zambales	22			9				31
Normal								
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total	791	983	822	761	242	100	52	3,741

No. 22.—*Hand weaving.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in hand weaving, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	676	1,072	755	579				3,082
Albay	2,233	1,927	899	202	44	5		5,300
Antique	2,668	890	330	97	51	4		4,046
Bataan	651	880	142	12				1,185
Batangas	4,923	1,526	768	135	46	27		7,425
Bohol	15,598	5,063	1,303	346				22,270
Bulacan	848	2,106	1,664	436	254	73		5,381
Cagayan	3,270	1,238	500	235	47	8	1	5,299
Camarines	1,569	1,061	545	94	15			3,304
Capiz	5,342	3,465	1,136	312	31	18		10,299
Cavite	4,436	2,059	1,139	220	66	42	14	8,085
Cebu	8,404	3,910	1,065	423	53	22		13,877
Ilocos Norte	2,702	1,783	462	321				5,268
Ilocos Sur	2,496	1,376	899	258	4			5,033
Iloilo	4,171	2,557	1,330	570	113	16	23	8,780
Isabela	294	349	114	24				781
Laguna	541	654	475	34	15	5	3	1,727
Leyte	10,074	3,537	1,457	462	173	23		15,726
Mindoro	1,273	441	174	56				1,943
Misamis	2,406	1,108	650	142				4,306
Mountain	339	143	41					523
Occidental Negros	5,638	3,002	1,001	221	44			9,908
Oriental Negros	1,797	1,827	704	99				4,427
Nueva Ecija	2,673	1,562	821	376	155	59	42	5,588
Nueva Vizcaya	372	236	91	58				757
Palawan	391	196	52					639
Pampanga	5,090	1,192	587	114	35	41	9	7,077
Pangasinan	10,670	4,254	1,493	332	17	3		16,769
Rizal	881	672	470	219	39			2,281
Samar	957	1,081	553	191				2,732
Sorsogon	2,989	1,622	805	287				5,708
Surigao	2,501	1,149	565	181				4,396
Tarlac	7,078	1,966	1,038	377	84			10,543
Tayabas	2,211	1,126	379	120	10	5	3	3,854
Union	2,715	1,233	558	147	22	10		4,685
Zambales	649	284	92	56	43			1,124
Normal		35	26	33				94
Trade								
Commerce								
Deaf and Blind								
Junior College								
<b>Total</b>	<b>121,384</b>	<b>57,972</b>	<b>25,123</b>	<b>7,763</b>	<b>1,861</b>	<b>356</b>	<b>95</b>	<b>214,064</b>

No. 25.—*Bamboo working.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in bamboo working, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	87	66	42	29				224
Albay	629	320	268	114	19	8	2	1,960
Antique	729	468	386	143	37	2		1,705
Bataan		1	43	10				54
Batangas	60	73	266	247				645
Bohol	634	655	330	100				1,719
Bulacan		17	43	4	12			76
Cagayan	1,632	562	553	226	32			3,005
Camarines	267	385	281	114	24	1		1,022
Capiz	121	614	304	49	92	50	22	1,252
Cavite	842	510	517	168	40	24	18	2,114
Cebu	4,494	1,153	394	97				6,138
Ilocos Norte	969	781	433	200				2,373
Ilocos Sur	324	346	205	144				1,019
Iloilo	234	656	274	225	53	32		1,474
Isabela	18	224	212	119	7	7		587
Laguna	182	168	149	57				556
Leyte		13	24					37
Mindoro	8	92	86	27				213
Misamis	806	1,197	688	148				2,839
Mountain	312	102	22					436
Occidental Negros	1,315	1,205	554	157	35			3,266
Oriental Negros	112	35	31	18				196
Nueva Ecija	15	83	75	64	28	1		216
Nueva Vizcaya	3	106	9	5				123
Palawan	155	96	87	61	4	6	5	417
Pampanga	658	916	592	359	36	20		2,581
Pangasinan	1,290	556	463	178	88	9		2,584
Rizal	48	225	146	80	17			516
Samar	151	117	91	32				391
Sorsogon	792	378	136	14	17			1,337
Surigao	342	316	297	165	8			1,128
Tarlac	25	38	120	63				246
Tayabas	944	552	338	169				2,003
Union	1,339	643	205	55	59	89		2,330
Zambales	112	186	78	62				438
Normal								
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total	19,629	13,795	8,641	3,701	558	199	47	46,570

## No. 24.—Gardening.

[A table showing, by divisions and for the Islands the number of pupils engaged in gardening, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	79	67	52	50	124	67		439
Albay	326	490	655	215	175	36	19	1,916
Antique	907	391	184	149	40	4		1,675
Bataan	54	22	15	29				120
Batangas	808	514	609	242	107	155	50	2,485
Bohol	3,378	1,165	601	119				5,263
Bulacan	45	134	302	224	189	78	8	960
Cagayan	1,077	366	258	123	130	48	38	2,040
Camarines	3,442	1,335	548	164	87	10		5,536
Capiz	256	573	548	202	30			1,609
Cavite	167	243	338	150	123	63	86	1,180
Cebu	4,858	1,987	892	846	24	30	50	8,187
Ilocos Norte	309	235	195	186	208	54		1,137
Ilocos Sur	125	274	461	288	125	75	35	1,348
Iloilo	1,120	680	613	312	247	98		3,065
Isabela	49	61	41	9	30	9		199
Laguna	480	353	514	201	84	76	12	1,720
Leyte	766	515	566	408	71			2,326
Mindoro	636	171	150	55	20			1,032
Misamis	979	456	266	61				1,762
Mountain	410	156	68	21	9	11		676
Occidental Negros	1,058	1,022	483	171	102	15		2,851
Oriental Negros	2,943	1,176	382	106		25		4,632
Nueva Ecija	469	348	231	163	127	39	28	1,406
Nueva Vizcaya	160	54	148	61	47	19	12	501
Palawan	126	76	43	16	11	11		283
Pampanga	129	287	226	185	69	85		981
Pangasinan	961	743	671	219	171	104		2,869
Rizal	6	62	126	63	39	22	24	342
Samar	831	484	208	89			10	1,622
Sorsogon	391	271	224	89	51			1,026
Surigao	943	285	121	61				1,410
Tarlac	89	35	59	99	79	36		397
Tayabas	602	363	813	85	53	41		1,457
Union	1,379	1,166	709	325	88	91		3,758
Zambales	272	359	119	84	62	30		926
Normal				33		39		72
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total	30,630	16,919	11,999	5,353	2,722	1,366	322	69,311

No. 25.—*Bamboo working.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in bamboo working, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	87	66	42	29				224
Albay	629	320	268	114	19			1,360
Antique	729	458	386	143	37	8	2	1,705
Bataan		1	43	10				54
Batangas	60	73	265	247				645
Bohol	634	656	330	100				1,719
Bulacan		17	43	4	12			76
Cagayan	1,632	562	558	226	32			3,005
Camarines	267	385	231	114	24	1		1,022
Capiz	121	614	304	49	92	50	22	1,252
Cavite	642	510	517	163	40	24	18	2,114
Cebu	4,494	1,158	394	97				6,138
Ilocos Norte	959	781	433	200				2,378
Ilocos Sur	324	346	205	144				1,019
Iloilo	234	656	274	225	58	32		1,474
Isabela	18	224	212	119	7	7		587
Laguna	182	168	149	57				556
Leyte		13	24					37
Mindoro	8	92	86	27				213
Misamis	806	1,197	688	148				2,839
Mountain	312	102	22					436
Occidental Negros	1,315	1,205	554	157	35			3,266
Oriental Negros	112	35	31	18				196
Nueva Ecija	15	33	75	64	28	1		216
Nueva Vizcaya	3	106	9	5				123
Palawan	155	96	87	61	4	6	5	417
Pampanga	658	916	592	359	36	20		2,581
Pangasinan	1,290	556	463	178	33	9		2,534
Rizal	48	225	146	80	17			516
Samar	151	117	91	32				391
Sorsogon	792	378	136	14	17			1,337
Surigao	342	316	297	165	8			1,128
Tarlac	25	38	120	63				246
Tayabas	944	552	338	169				2,003
Union	1,329	643	205	55	59	39		2,380
Zambales	112	186	78	62				438
Normal								
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total	19,629	13,795	8,641	3,701	558	199	47	46,570



No. 26.—*Woodworking.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in woodworking, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila			106	104				212
Albay			62	280	98	85	48	523
Antique					56	46	17	119
Bataan			43	10				53
Batangas			81	110	273	68	108	640
Bohol			201	118	143	46	22	590
Bulacan				12		85	102	199
Cagayan			52	27	97	77	33	296
Camarines			11	37	123	64	59	299
Capiz			92	67	219	80	47	505
Cavite			22	81	42	15	16	176
Cebu								
Ilocos Norte			30	21	17	98	63	229
Ilocos Sur			73	52	52	41	20	238
Iloilo				137	73	67	67	344
Isabela				53	126	40	13	232
Laguna			39	171	88	48	78	424
Leyte								
Mindoro					33	11	9	53
Misamis			70	73	107	38	6	294
Mountain			133	40	18	5		196
Occidental Negros			399	421	306	61	42	1,229
Oriental Negros			100	81			15	196
Nueva Ecija				8	153	87	72	320
Nueva Vizcaya			6	7				13
Palawan			14	46	16	11	11	98
Pampanga			11	64	46	52	43	216
Pangasinan			662	637	382	139	101	1,941
Rizal			84	37	61	53	45	280
Samar			69	23	46	34	24	201
Sorsogon			20	324	158	57	25	584
Surigao				7	79	38	28	152
Tarlac			58	44	165	62	8	337
Tayabas			20	109	42	83	46	300
Union			415	272	55	48	32	822
Zambales						44	39	83
Normal							35	35
Trade				12	29	31	30	102
Commerce								
Deaf and Blind								
Junior College								
Total			2,895	3,440	3,108	1,714	1,304	12,461

No. 27.—*Domestic science and household arts.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in domestic science and household arts, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila			720	525	183	116	33	1,577
Albay			245	1,216	112	82	19	1,674
Antique			231	126	144	11	2	514
Bataan			14					14
Batangas			140	93	86	68	30	417
Bohol			243	66	39	6	4	358
Bulacan			532	212	131	81	56	1,011
Cagayan			152	64	74	20	5	315
Camarines			229	78	83	39	11	440
Capiz			292	132	59	7	4	494
Cavite			153	101	81	45	47	427
Cebu			406	156	147	76	59	844
Ilocos Norte			182	132	51	11	9	385
Ilocos Sur			310	179	39	38	16	582
Iloilo			490	225	82	40	17	854
Isabela			9		4	3	2	18
Laguna			110	71	45	26	20	272
Leyte			197	167	29	4	1	388
Mindoro			18	6	12	2	4	41
Misamis			238	127	90	25	1	531
Mountain			22	4				26
Occidental Negros			482	157	105	44	20	808
Oriental Negros			40	18	57	33	15	163
Nueva Ecija			104	43	50	25	15	237
Nueva Vizcaya			71	20	17	14	1	123
Palawan			19	14	5	1	1	40
Pampanga			202	105	56	46	36	445
Pangasinan			616	294	122	49	13	1,094
Rizal			248	98	45	21	22	434
Samar			57	45	8	6	4	120
Sorsogon			178	84	87	20	6	325
Surigao			3	12	21	14	4	54
Tarlac			169	76	71	14	4	334
Tayabas			190	98	63	62	27	440
Union			308	155	38	34	3	538
Zambales			26	5	16	6	7	60
Normal				14		28	21	63
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total			7,696	4,907	2,202	1,117	538	16,460

No. 28.—*Industrial summary.*

[A table showing, by subjects and grades, the number of pupils engaged in industrial work during the month of February, 1910.]

Subject.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Weaving, hand (hats, mats, baskets, book covers, satchels, etc.)	121,384	57,972	25,123	7,763	1,361	356	95	214,054
Weaving, loom	791	983	822	751	242	100	52	3,741
Gardening	30,630	16,419	11,999	5,353	2,722	1,366	322	69,311
Woodworking (desks, book-cases, furniture, etc.)			2,895	3,440	3,108	1,714	1,304	12,461
Ironworking				101	64	58	47	270
Bamboo working (chairs, beds, mats, furniture, etc.)	19,629	13,795	8,641	3,701	558	199	47	46,570
Pottery (pillones, water jars, pots, etc.)			440	81	40	30	22	613
Domestic science and household arts (sewing, embroidery, lace making, cooking, nursing, house-keeping)			7,696	4,907	2,202	1,117	538	16,460
Busy work (paper folding, cutting, stitching, etc.)	105,876	20,127	1,502	531	83			128,119
Miscellaneous (clay modeling, whittling, repairing)	23,121	9,496	4,213	1,922	1,146	526	416	40,840
Total enrollments in all subjects	301,431	119,292	63,331	28,550	11,526	5,466	2,843	532,439
Pupils listed under more than one heading	72,255	36,773	25,028	12,414	2,916	900	275	150,561
Actual number of pupils engaged in work	229,176	82,519	38,303	16,136	8,610	4,566	2,568	381,878
Enrollment for February, 1910	279,575	91,162	41,051	17,080	9,276	4,870	2,862	445,826

No. 29.—*Schoolhouse construction.*

[Act No. 1275.]

Division.	Amount.
Manila	P8,258.72
Albay	8,000.00
Camarines	8,000.00
Antique	6,000.00
Bataan	6,000.00
Batangas	5,000.00
Benguet	9,401.01
Bohol	12,000.00
Bulacan	10,000.00
Cagayan	8,000.00
Capiz	8,000.00
Cavite	11,575.00
Cebu	12,000.00
Ilocos Sur	17,000.00
Iloilo	86,017.32
Isabela	10,000.00
Leyte	10,000.00
Mindoro	5,000.00
Misamis	13,000.00
Occidental Negros	8,000.00
Oriental Negros	6,000.00
Nueva Ecija	8,000.00
Nueva Vizcaya	6,000.00
Palawan	4,000.00
Pampanga	12,000.00
Pangasinan	8,000.00
Rizal	7,252.75
Romblon	8,000.00
Samar	8,000.00
Sorsogon	20,000.00
Surigao	16,000.00
Tarlac	7,000.00
Tayabas	12,907.06
Union	12,000.00
Zambales	8,000.00
Total allotted	854,411.86
Miscellaneous refunds	4,618.83
Amount allotted, net	349,793.03
Cash refund	206.97
Total amount appropriated	350,000.00

## No. 30. -Schoolhouse construction.

[Act No. 1580.]

	Allotments.	Transferred to C. and D. C.	Treasury balance.	Appropriation.
Schoolhouses				P300,000.00
Malabon School of Fisheries	P16,000.00	P16,000.00		
Girls' Dormitory, Mindoro	5,000.00	5,000.00		
Camiling Industrial School, Tarlac	4,000.00	4,000.00		
Pura Intermediate School, Tarlac	4,000.00		P4,000.00	
Paniqui Intermediate School, Tarlac	4,000.00	4,000.00		
Provincial Trade School, Calapan, Mindoro	7,500.00	7,500.00		
Lucena Industrial School, Tayabas	10,000.00	10,000.00		
Atimonan Intermediate School, Tayabas	5,000.00	5,000.00		
Lucban High School, Tayabas	7,000.00		7,000.00	
Catbalogan Trade School, Samar	8,000.00		8,000.00	
Tuguegarao Trade School and Dormitory	12,000.00	12,000.00		
Malolos Trade School	10,000.00	10,000.00		
Agricultural School, Muñoz, Nueva Ecija	1,800.00	1,800.00		
Trade School, Batangas	8,000.00	8,000.00		
Laong Industrial School	7,000.00	7,000.00		
Cebu Intermediate School	17,500.00	17,500.00		
Cebu Industrial School	2,500.00	2,500.00		
Cebu High School	2,500.00	2,500.00		
Laong High School	10,000.00	10,000.00		
San Fernando School of Arts and Trades, La Union	6,000.00	6,000.00		
Bontoc Industrial School	6,000.00	6,000.00		
Pangasinan Trade School	10,000.00	10,000.00		
Binalonan Intermediate School	5,000.00	5,000.00		
Tondo School	50,000.00	50,000.00		
Los Baños Agricultural College	9,127.03	9,127.03		
Arayat Intermediate School, Pampanga	4,500.00	4,500.00		
San Fernando High School, Pampanga	1,500.00	1,500.00		
Domestic Science and Model Training School, Pampanga	2,000.00	2,000.00		
Lubao Intermediate School, Pampanga	3,000.00		3,000.00	
Tacloban Girls' Dormitory, Leyte	2,000.00	2,000.00		
Angeles Intermediate School, Pampanga	2,000.00		2,000.00	
Iba Intermediate School, Zambales	1,000.00	1,000.00		
Cavite High School building	10,000.00	10,000.00		
School of Pottery, Santa Cruz, Laguna	6,000.00	6,000.00		
Trade School, High School, and Dormitory, Leyte	5,000.00	5,000.00		
Mambajao Industrial School	7,500.00	7,500.00		
Mambajao Intermediate School	2,500.00		2,500.00	
Cagayan de Misamis High School	8,000.00	8,000.00		
Bayombong High School, Nueva Vizcaya	5,000.00	5,000.00		
Hinatuan Intermediate School, Surigao	2,000.00	2,000.00		
Cabadbaran Intermediate School, Surigao	2,000.00	2,000.00		
Domestic Science Building, Surigao	1,000.00	1,000.00		
Received from Sale of Building Stone				1,147.69
Unallotted	8,220.66		8,220.66	
Total	301,147.69	266,427.03	34,720.66	301,147.69

No. 31.—*Schoolhouse construction.*

[Act No. 1688.]

Division.	Amount.
Albay .....	P24,000.00
Antique .....	7,500.00
Bulacan .....	32,378.74
Cagayan .....	1,500.00
Camarines .....	20,000.00
Capiz .....	11,590.00
Ilocos Norte .....	10,000.00
Iloilo .....	12,500.00
Laguna .....	45,000.00
Leyte .....	31,000.00
Misamis .....	10,000.00
Mountain .....	20,800.00
Nueva Ecija .....	1,000.00
Nueva Ecija, Muñoz .....	8,645.98
Nueva Vizcaya .....	5,000.00
Occidental Negros .....	22,000.00
Oriental Negros .....	5,000.07
Palawan .....	1,200.00
Pampanga .....	18,985.28
Pangasinan .....	15,000.00
Rizal .....	6,000.00
Samar .....	3,000.00
Surigao .....	2,500.00
Tayabas .....	12,000.00
Union .....	8,000.00
Zambales .....	16,000.00
Total allotted .....	349,600.00
Balance unallotted .....	400.00
Total funds appropriated .....	350,000.00

## No. 32.—School buildings ordered constructed.

[Act No. 1801.]

Province.	Town.	Barrio.	Insular allotment.	Municipal donation.			Total.	Total cost.
				Money.	Materials.	Old build- ing.		
Albay	Daraga	Central	₱4,000.00	₱2,500.00			₱2,500.00	₱6,500.00
	{Quingua Malolos Hagonoy	Pullian	4,000.00	2,000.00			2,000.00	6,000.00
		Sta. Isabel	4,000.00	2,000.00			2,000.00	6,000.00
		San Sebastian	4,000.00	6,000.00			6,000.00	10,000.00
Total			12,000.00				10,000.00	22,000.00
Cagayan	{Aparri Camalanigan	Central	4,000.00	12,000.00			12,000.00	16,000.00
		do	4,000.00	3,600.00			3,600.00	7,600.00
Total			8,000.00				15,600.00	23,600.00
Cavite	{San Francisco de Malabon. Carmona Bacoar do. Salinas do. Central Cavite	Central	4,000.00	2,000.00			2,000.00	6,000.00
		do	4,000.00	2,166.34			2,166.34	6,166.34
		Talabas	1,466.00	733.00			733.00	2,199.00
		Salinas	1,466.00	733.00			733.00	2,199.00
		Central	4,000.00	2,000.00			2,000.00	6,000.00
		San Roque	4,000.00	10,500.00			10,500.00	14,500.00
Total			18,932.00				18,132.34	37,064.34
Ilocos Norte	{Batac do. Vintar	Central	4,000.00				4,500.00	8,500.00
		Banna	4,000.00		₱4,500.00		2,300.00	6,300.00
		Central	4,000.00		6,333.00		6,333.00	10,333.00
Total			12,000.00				13,133.00	25,133.00
Ilocos Sur	{Tayum Narvacan Sta. Domingo	Central	4,000.00	557.81	1,163.88		2,001.69	6,001.69
		do	4,000.00			280.00	8,007.50	12,007.50
		San Ildefonso	2,460.00	1,230.00			1,230.00	3,690.00
Total			10,460.00				11,239.19	21,699.19
Iloilo	{Pototan Leon do. Oton Passi do.	Central	4,000.00	600.00			8,000.00	7,000.00
		San Miguel	4,000.00	1,000.00		2,400.00	2,000.00	6,000.00
		Central	4,000.00	1,000.00			7,000.00	11,000.00
		do	4,000.00	1,000.00		6,000.00	5,700.00	9,700.00
		Duedas	4,000.00	6,700.00			2,000.00	6,000.00
		San Enrique	4,000.00	2,000.00			2,000.00	6,000.00

Laguna	Total		24,000.00			21,700.00	45,700.00
	San Juan	Central	4,000.00			4,500.00	8,500.00
	Cavinti	do	2,000.00			4,500.00	8,500.00
	do	Bukal	2,000.00			1,000.00	3,000.00
	Los Baños	Central	4,000.00			2,000.00	6,000.00
	Caluang	do	4,000.00			2,000.00	6,000.00
	Lumbang	do	4,000.00			2,000.00	6,000.00
	Lubiana	do	4,000.00			4,000.00	8,000.00
	Sta. Cruz	do	4,000.00			2,000.00	6,000.00
	Pila	do	4,000.00			5,000.00	9,000.00
	do	Bullian	2,200.00	820.00	280.00	5,000.00	9,000.00
	do	Manbaya	2,200.00			1,100.00	3,300.00
	Mejajay	Central	3,000.00			8,000.00	11,000.00
Leyte	Total		66,400.00			69,465.70	135,865.70
	Carigara	Intermediate	4,000.00		1,143.98	2,143.98	6,143.98
	Tacloban	Central	4,000.00	2,000.00		2,000.00	6,000.00
	Alang-alang	do	4,000.00			2,280.00	6,280.00
	Baybay	do	4,000.00	2,600.00	2,280.00	2,600.00	6,600.00
	Tolosa	do	4,000.00			2,400.00	6,400.00
	Palo	do	4,000.00	2,000.00		2,000.00	6,000.00
	do	San Joaquin	3,136.56	1,568.28		1,568.28	4,704.84
	Hinunangan	Anahawan	3,600.00	300.00	1,685.00	1,985.00	5,585.00
	do	Central	4,000.00	2,200.00	1,228.80	3,428.80	7,428.80
	do	Hinundayan	4,000.00			8,000.00	12,000.00
	Amparo	Macrohon	2,400.00			1,800.00	4,200.00
	Ormoc	Central	4,000.00	2,800.00		2,800.00	6,800.00
Leyte	Kawayan	Marilipi	2,420.00	755.02	454.98	1,210.00	3,680.00
	do	Binalayan	1,500.00	1,507.51		750.00	2,250.00
	do	Central	4,000.00	1,038.52	495.19	2,002.70	6,002.70
	Macrohon	do	3,000.00			2,903.82	6,903.82
	Canallan	Himalagon	4,000.10	3,115.41	1,540.00	1,500.00	4,500.00
	Dulag	Central	4,000.00	250.00	2,000.00	2,002.70	6,002.70
	San Isidro	do	4,000.00	1,500.00	527.84	5,355.41	9,355.41
	Dagami	do	4,000.00			2,027.84	6,027.84
	Bato	San Roque	4,000.00	374.13	225.00	8,000.00	12,000.00
	Hilongos	Central	4,000.10	2,000.00		6,423.13	10,423.13
	Palonpon	do	4,000.00			2,000.00	6,000.00
	Barugo	do	4,000.00			7,000.00	11,000.00
	do	Santa Rosa	3,000.00			2,260.00	5,260.00
	Kawayan	Tunga	1,500.00	1,500.00		1,500.00	4,500.00
	Tabunan	do	750.00			750.00	1,500.00
Leyte	Total		92,556.56			68,198.91	160,755.47
	Carigara	Intermediate	4,000.00		1,143.98	2,143.98	6,143.98
	Tacloban	Central	4,000.00	2,000.00		2,000.00	6,000.00
	Alang-alang	do	4,000.00			2,280.00	6,280.00
	Baybay	do	4,000.00	2,600.00	2,280.00	2,600.00	6,600.00
	Tolosa	do	4,000.00			2,400.00	6,400.00
	Palo	do	4,000.00	2,000.00		2,000.00	6,000.00
	do	San Joaquin	3,136.56	1,568.28		1,568.28	4,704.84
	Hinunangan	Anahawan	3,600.00	300.00	1,685.00	1,985.00	5,585.00
	do	Central	4,000.00	2,200.00	1,228.80	3,428.80	7,428.80
	do	Hinundayan	4,000.00			8,000.00	12,000.00
	Amparo	Macrohon	2,400.00			1,800.00	4,200.00
	Ormoc	Central	4,000.00	2,800.00		2,800.00	6,800.00
	Kawayan	Marilipi	2,420.00	755.02	454.98	1,210.00	3,680.00
	do	Binalayan	1,500.00	1,507.51		750.00	2,250.00
	do	Central	4,000.00	1,038.52	495.19	2,002.70	6,002.70
	Macrohon	do	3,000.00			2,903.82	6,903.82
	Canallan	Himalagon	4,000.10	3,115.41	1,540.00	1,500.00	4,500.00
	Dulag	Central	4,000.00	250.00	2,000.00	2,002.70	6,002.70
	San Isidro	do	4,000.00	1,500.00	527.84	5,355.41	9,355.41
	Dagami	do	4,000.00			2,027.84	6,027.84
	Bato	San Roque	4,000.00	374.13	225.00	8,000.00	12,000.00
	Hilongos	Central	4,000.10	2,000.00		6,423.13	10,423.13
	Palonpon	do	4,000.00			2,000.00	6,000.00
	Barugo	do	4,000.00			7,000.00	11,000.00
	do	Santa Rosa	3,000.00			2,260.00	5,260.00
	Kawayan	Tunga	1,500.00	1,500.00		1,500.00	4,500.00
	Tabunan	do	750.00			750.00	1,500.00
	Total		92,556.56			68,198.91	160,755.47



No. 32.—School buildings ordered constructed—Continued.

Province.	Town.	Barrio.	Insular allotment.	Money.	Materials.	Old building.	Labor.	Total.	Total cost.
Mindoro	Calapan	Baruyan	P1,383.33	P666.67				P366.67	P2,000.00
Occidental Negros	Victorias	New Victorias	2,400.00	1,200.00				1,200.00	3,600.00
Nueva Ecija	San Juan de Guimba	Central	4,000.00			2,000.00		2,000.00	6,000.00
	Licao	do	4,000.00			2,000.00		2,000.00	6,000.00
	San Antonio	do	4,000.00	2,000.00				2,000.00	6,000.00
Total			12,000.00					6,000.00	18,000.00
Pampanga	San Fernando	Minalin	2,400.00	1,200.00				1,200.00	3,600.00
	Arayat	San Joaquin	2,800.00	1,400.00				1,400.00	4,200.00
	San Simon	Central	500.00				250.00	250.00	750.00
	Candaba	Boas	4,000.00	2,000.00				2,000.00	6,000.00
	San Luis	San Tomas	4,000.00	2,000.00				2,000.00	6,000.00
	Mabalacat	Central	4,000.00	2,000.00				2,000.00	6,000.00
Total			17,700.00					8,850.00	26,550.00
Pangasinan	Mangatarem	Central	4,000.00		9,000.00			9,000.00	13,000.00
	Manoag	do	3,000.00			8,484.94		8,484.94	11,484.94
	Bautista	do	4,000.00					6,000.00	10,000.00
	Lingayen	Balococ	2,400.00	6,000.00				1,200.00	3,600.00
	do	Balongobong	2,400.00	800.00			400.00	1,200.00	3,600.00
	Asingan	Central	4,000.00	7,000.00			400.00	7,000.00	11,000.00
	San Quintin	do	4,000.00			5,000.00		5,000.00	9,000.00
Total			23,800.00					37,884.94	61,684.94
Rizal	Montalban	Central	4,000.00	665.49		1,800.00		2,465.49	6,465.49
Samar	Calbayog	Central	4,000.00	11,000.00				11,000.00	15,000.00
	Laong	do	3,000.00	1,500.00				1,500.00	4,500.00
	Wright	do	4,000.00	2,000.00				2,000.00	6,000.00
	Bobon	do	4,000.00	2,000.00				2,000.00	6,000.00
Total			15,000.00					16,500.00	31,500.00
Surigao	Placer	Taganaan	8,170.00	200.00	1,085.13		300.00	1,585.13	4,755.13

Tariac	Capas	Central	3,000.00	1,500.00			1,500.00	4,500.00
	Concepcion	do.	4,000.00	1,533.00			2,000.00	6,000.00
	Moncada	do.	4,000.00	2,600.00	467.00		2,600.00	6,600.00
Total			11,000.00				6,100.00	17,100.00
Union	Bangar	Central	4,000.00	1,000.00		10,000.00	11,000.00	15,000.00
	Agoo	do.	4,000.00	3,011.00			8,011.00	7,011.00
	San Juan	do.	4,000.00	1,375.70		6,000.00	7,375.70	11,375.70
	Tubao	do.	4,000.00	1,000.00		5,000.00	6,000.00	10,000.00
Total			16,000.00				27,386.70	43,386.70
Grand total			354,751.39				338,618.07	693,369.96



Antique	Tibiao	Santa Justa	2,200.00	1,100.00			1,100.00	8,800.00
	Laua-an	Guisjan	2,200.00	1,100.00			1,100.00	8,800.00
	Patnongon	Aureliana	1,400.00	700.00			700.00	2,100.00
	do	do	2,200.00	1,100.00			1,100.00	8,800.00
	Sibalom	Egana	2,200.00	1,100.00			1,100.00	8,800.00
	do	Villar	2,200.00	1,100.00			1,100.00	8,800.00
	do	Central	4,000.00	1,600.00		8,000.00	4,600.00	8,600.00
	Cutasi	do	4,000.00	5,600.00		7,110.00	6,010.00	10,010.00
	Do	Casay	2,000.00	1,100.00			1,100.00	8,100.00
	Rugason	Central	4,000.00	2,000.00			2,000.00	6,000.00
Total	San Jose	do	4,000.00	5,300.00			5,300.00	9,300.00
			30,400.00				25,210.00	55,610.00
Bataan	Balanga	Central	4,000.00	1,370.00		1,324.00	2,694.00	6,694.00
	Orion	Limay	2,360.00					2,360.00
Total			6,360.00				2,694.00	9,054.00
Bohol	Balilihan	Janapol	2,000.00		1,000.00		1,000.00	3,000.00
	Candijay	Cogton	4,000.00	276.08	1,348.92		875.00	6,000.00
Total			6,000.00					9,000.00
Bulacan	Bocaue	Bambang	1,665.65	833.34			833.34	2,500.00
	Meycauayan	Central	4,000.00	6,000.00			6,000.00	10,000.00
Total			5,665.65				6,833.34	12,500.00
Cagayan	Aparr	Central	4,000.00	12,000.00			500.00	16,500.00
	Camalindigan	do	4,000.00	3,600.00			3,600.00	7,600.00
Total			8,000.00				16,100.00	24,100.00
Camarines	Nubua	Central	4,000.00	1,100.00	600.00		2,600.00	6,600.00
	San Romelio	Matung	800.00	400.00			400.00	1,200.00
Cebu	Badian	Central	4,000.00	4,500.00			4,000.00	8,000.00
			4,000.00				4,000.00	9,200.00
Cavite	Sta. Cruz de Malabon	Juluyan	3,000.00	1,500.00			1,500.00	4,500.00
	do	Amaya	2,000.00	1,100.00			1,100.00	3,100.00
Total	Navite	San Roque	4,000.00	10,500.00			10,500.00	14,500.00
			9,200.00				13,100.00	22,300.00

No. 33.—School building projects pending—Continued.

Province.	Town.	Barrio.	Insular allotment.	Municipal donation.			Total.	Total cost.
				Money.	Materials.	Old building.		
Ilocos Norte	Bacloc	Mabuasag	P1,750.00	P400.00	P400.00		P75.00	P2,875.00
	Bacarra	Central	4,000.00	2,000.00				6,000.00
	do	Cabasaran	1,400.00		350.00		150.00	2,000.00
	do	Macaput	1,400.00	200.00	350.00		150.00	2,100.00
	do	Cadarian	1,400.00	200.00	350.00		150.00	2,100.00
	Bangul	Sagardian	1,850.00		925.80			2,775.80
	Dingras	Solsona	4,000.00	200.00	1,575.00		225.00	6,000.00
	do	Central	2,800.00			12,000.00		16,000.00
	Laong	do	2,800.00					2,800.00
	San Nicolas	Payas	1,400.00	1,400.00				2,800.00
	do	Vingao	1,400.00		475.00		225.00	2,100.00
	do	San Antonio	1,400.00		475.00		225.00	2,100.00
	do	Catiguing	1,400.00		475.00		225.00	2,100.00
	do	Central	4,000.00			25,000.00		29,000.00
	Sanquin	Cabasaran	1,400.00	100.00	450.00		150.00	2,100.00
	San Miguel	Binretan	1,400.00	100.00	450.00		150.00	2,100.00
	do	Polog	1,400.00	100.00	450.00		150.00	2,100.00
	do	Pari-It	1,400.00	100.00	450.00		150.00	2,100.00
	do	San Antonio	1,400.00	100.00	450.00		150.00	2,100.00
	do	Santa Rosa	1,400.00	100.00	450.00		150.00	2,100.00
	do	Pangasinan	1,400.00	100.00	450.00		150.00	2,100.00
Total	Vintar	Central	4,000.00		6,333.00	8,000.00		18,333.00
			50,009.60					68,337.80
Ilocos Sur	Bangued (Abra)	Central	4,000.00	1,200.00	1,648.11		387.45	7,235.56
Iloilo	Leon	Alimodian	4,000.00			7,000.00		11,000.00
	Barotac Nuevo	Central	4,000.00	2,000.00				6,000.00
Total	Cabatuan	do	4,000.00			6,000.00		10,000.00
			12,000.00					15,000.00
Isabela	Cabagan Nuevo	Aultan	2,000.00	1,000.00				3,000.00
Total			2,000.00	1,000.00				3,000.00



No. 33.—*School building projects pending—Continued.*

Province.	Town.	Barrio.	Insular allotment.	Municipal donation.			Total.	Total cost.
				Money.	Materials.	Old build- ing.		
Nueva Ecija	Litch	Santa Maria	₱2,000.00	₱1,000.00			₱3,000.00	₱3,000.00
	San Leonardo	Central	4,000.00	2,000.00			6,000.00	6,000.00
	Tabiao	do	4,000.00	2,000.00			6,000.00	6,000.00
	Bongabon	do	4,000.00	2,000.00			6,000.00	6,000.00
	Pinaranda	do	4,000.00	2,000.00			6,000.00	6,000.00
Total	Nampicuan	do	4,000.00	1,600.00	400.00		6,000.00	6,000.00
	Gapan	do	4,000.00	5,300.00			9,300.00	9,300.00
			26,000.00				16,300.00	42,300.00
			4,000.00			6,000.00	6,400.00	10,000.00
			800.00	400.00			1,200.00	1,200.00
Pampanga	San Fernando	San Jose	4,000.00				4,000.00	4,000.00
	San Simon	Central	4,000.00	2,000.00			6,000.00	6,000.00
	Bacolor	Lanang	1,600.00	800.00			2,400.00	2,400.00
	Candaba	Central	4,000.00	2,000.00			6,000.00	6,000.00
	Arayat	Supulibutad	1,400.00	700.00			2,100.00	2,100.00
Total	Angeles		15,800.00				11,900.00	27,700.00
			4,000.00	5,300.00			9,300.00	9,300.00
			4,000.00	2,000.00			6,000.00	6,000.00
			4,000.00	2,000.00			6,000.00	6,000.00
			12,000.00				9,300.00	21,300.00
Pangasinan	Mangaldan	Central	4,000.00				4,000.00	4,000.00
	Resales	do	4,000.00				4,000.00	4,000.00
	Alcala	do	4,000.00				4,000.00	4,000.00
			4,000.00				4,000.00	4,000.00
			12,000.00				12,000.00	12,000.00
Rizal	Calocan	Central	4,000.00	5,500.00			9,500.00	9,500.00
			4,000.00				4,000.00	4,000.00
			4,000.00	2,000.00			6,000.00	6,000.00
			4,000.00	2,000.00			6,000.00	6,000.00
			4,000.00	4,000.00			8,000.00	8,000.00
Samar	Catbalogan	do	4,000.00	4,000.00			8,000.00	8,000.00
	Catubig	do	4,000.00	4,000.00			8,000.00	8,000.00
	Borongan	do	4,000.00	4,000.00			8,000.00	8,000.00
	Sia, Margarita	do	4,000.00	2,000.00			6,000.00	6,000.00
	Catarman	do	4,000.00	3,000.00			7,000.00	7,000.00
Total			20,000.00				13,000.00	33,000.00
			4,000.00	2,000.00			6,000.00	6,000.00
			4,000.00	2,000.00			6,000.00	6,000.00
			2,200.00	1,100.00			3,300.00	3,300.00
			10,200.00				5,100.00	15,300.00
Sorsogon	San Jacinto	Central	4,000.00				4,000.00	4,000.00
	Masbate	do	4,000.00				4,000.00	4,000.00
	Sorsogon	Guinajon	2,200.00				2,200.00	2,200.00
			4,000.00				4,000.00	4,000.00
			10,200.00				5,100.00	15,300.00

Surigao	Surigao	2,660.00	490.00					1,880.00	3,990.00
	Canlian	2,079.50	1,089.75					1,039.75	3,119.25
	do.	2,208.00						1,104.00	3,812.00
	Placer	4,000.00						2,095.17	6,095.17
	do.	3,170.26	200.00	1,645.17			450.00	1,585.13	4,755.39
	Liang	2,672.00		1,085.13			300.00	1,386.00	4,058.00
	Dinagat	2,881.82	500.00	699.51			241.50	1,441.01	4,322.83
	Tandag	4,000.00	800.00	8,170.00				8,970.00	7,970.00
	Central								
	Total	23,671.58						13,901.06	37,572.64
Tarlac	Camiling	2,200.00	650.00	455.00				1,105.00	3,805.00
	Paniqui	4,000.00	2,000.00					2,000.00	6,000.00
	Gerona	2,200.00	761.00	336.00				1,100.00	3,990.00
	do.	4,000.00	1,550.00	450.00				2,000.00	6,000.00
	Capas	3,000.00	1,500.00					1,500.00	4,500.00
Total		15,400.00						7,705.00	23,105.00
Tayabas	Lucena	4,000.00	3,300.00					3,300.00	7,300.00
	Bauang	4,000.00	1,522.39	477.61				2,000.00	6,000.00
	Rosario	4,000.00	2,000.00					2,000.00	6,000.00
Union	do.	4,000.00	4,000.00					4,000.00	8,000.00
	Naguilan								
Total		12,000.00						8,000.00	20,000.00
Zambales	San Marcelino	4,000.00	1,500.00	500.00				2,000.00	6,000.00
Grand total		498,018.18						406,220.83	904,239.01



No. 34.—Summary of sales during the fiscal year July 1, 1909, to June 30, 1910.

Division.	Sales of equipment.	Sales of supplies.	Sales of service and manufactured articles.	Totalsales.
Albay	₱872.24	₱1,976.87		₱2,849.11
Antique	557.94	1,032.08		1,590.02
Bataan	123.51	273.55		397.06
Batangas	523.55	826.16		1,349.71
Bohol	905.36	1,066.86		1,972.22
Bukidnon		4.34		4.34
Bulacan	346.28	1,041.16		1,387.44
Butuan	74.74	185.82	₱40.00	250.56
Cagayan	343.25	419.90		763.15
Camarines	366.53	1,332.79		1,699.32
Capiz	332.79	697.41		1,030.20
Cavite	760.96	959.82		1,720.78
Cebu	1,136.86	1,313.37		2,450.23
Ilocos Norte	487.08	1,053.66		1,540.74
Ilocos Sur	600.52	1,212.99	4.00	1,817.51
Iloilo	1,366.64	3,107.74		4,474.38
Isabela	198.29	197.51		395.80
Laguna	1,146.85	1,944.37		3,091.22
Leyte	1,194.60	2,087.82		3,282.42
Mindoro	82.01	267.52		349.56
Misamis	375.45	804.96	.80	1,180.71
Mountain	89.11	58.82	1,436.31	1,584.24
Nueva Ecija	435.17	733.64	24.34	1,193.15
Nueva Vizcaya	243.00	348.46		591.46
Occidental Negros	1,820.29	1,670.06		3,490.35
Oriental Negros	672.87	730.89		1,403.76
Palawan	310.64	407.56	188.70	906.90
Pampanga	492.46	1,267.13	250.50	2,010.09
Pangasinan	3,097.09	4,484.46		7,581.55
Rizal	142.02	828.63		970.65
Samar	523.69	1,001.59		1,525.28
Sorsogon	421.74	1,282.78		1,704.52
Surigao	226.95	563.97	11.00	801.92
Tarlac	726.91	2,217.31		2,944.22
Tayabas	657.81	1,098.76		1,756.57
Union	307.73	1,113.79		1,421.52
Zambales	279.42	487.65		767.07
School of Commerce	688.72	157.42		846.14
Normal School	2,866.54	1,383.36	1,105.25	5,355.15
Trade School	145.57	427.68	8,496.72	9,069.97
Library			37.80	37.80
Storehouse		14,727.64		14,727.64
Teachers' Assembly		131.15	86.00	217.15
College of Agriculture	44.98	20.70		65.68
General Office	50.62	.73		51.35
Grand total	26,068.81	56,933.88	11,680.92	94,683.61

No. 35 (a).—*Insular expenditures, salaries and wages.*

[A table showing, by divisions and for the Islands, the distribution of disbursements for salaries and wages made from the Insular appropriation, Act No. 1955, during the period from July 1, 1909, to June 30, 1910.]

Division.	American teachers.			Filipino teachers.			Division superintendents and clerks.			Half salaries.	Miscellaneous wages.	Barrio aid.	Miscellaneous salaries and wages.	Total salaries and wages.
	Regular.	Temporary.		Regular.	Temporary.									
Albay	38,207.84	4,010.00		7,357.50	4,163.86		6,290.63			298.89		720.00		61,048.72
Antique	26,466.66	5,112.50		2,690.01	3,611.73		4,770.01			158.89		1,889.95		46,889.77
Bataan	15,252.97	13.33		2,419.83	2,210.34		716.50			220.00		1,400.00		21,312.97
Batangas	37,960.59	3,308.34		12,718.15	5,373.87		6,018.00			173.84		2,060.00		67,657.29
Bohol	40,441.93	5,338.32		3,412.00	6,966.84		4,050.92			808.33		5,400.00		66,413.34
Bulacan	51,499.65	5,722.23		15,501.84	2,166.00		6,243.67			178.89		2,103.00		86,413.38
Cagayan	42,911.91	2,495.00		3,398.66	8,387.41		4,810.01			497.50		162.00		82,465.28
Camagui	39,027.26	3,954.16		6,651.67	3,381.18		3,705.33			151.67		4,800.00		52,071.49
Capiz	66,750.51	1,863.33		10,645.99	4,949.49		5,016.50			377.79		300.56		97,683.41
Cavite	35,710.77	2,612.21		12,238.14	2,977.29		5,290.00			320.56		5,572.50		59,193.97
Cebu	79,249.09	3,603.32		4,200.13	12,394.17		7,853.17			106.67				113,192.36
Commercio	23,960.99	5,741.81		955.00	624.34		3,729.90							32,550.16
Davao Norte	37,775.27	2,213.33		10,997.51	1,854.76		3,384.44					2,800.00		69,217.31
Davao Sur	60,707.29	5,879.45		14,814.69	11,410.81		6,816.83			428.67		216.00		101,622.89
Iloilo	66,523.13	8,957.23		10,561.67	10,465.33		5,159.01			242.78		1,715.00		106,627.15
Isabela	17,143.35	1,345.00		1,136.67	2,613.68		4,510.88							28,778.96
Laguna	44,284.44	3,355.00		6,451.83	6,048.35		1,871.50			510.01		618.00		64,169.13
LeYTE	74,614.10	1,898.33		2,957.83	7,383.09		4,828.23			810.00		1,836.00		84,382.08
Manila	130,011.60	16,980.75		1,770.00	76.50		6,344.34			233.33				135,428.72
Mindoro	14,993.33	3,698.50		1,267.00	3,319.84		7,000.00			300.00		1,132.00		24,206.17
Misamis	30,314.03	2,121.44		1,490.66	6,229.84		613.00			240.00				42,244.77
Negros Occidental	58,092.22	928.33		9,241.17	10,126.62		9,102.51			402.22		2,840.00		92,177.27
Negros Oriental	36,404.14	5,734.43		2,103.00	6,244.96		4,760.33			341.66		2,840.00		58,528.72
Normal	73,745.40	15,136.65		3,670.00	3,022.16		11,853.32			198.89				112,209.19
Nueva Ecija	36,125.59	3,298.99		9,855.82	4,531.32		5,311.21			128.34				60,778.86
Palawan	15,812.53	1,895.80		2,334.16	4,277.84		1,149.17							25,649.50
Pampanga	63,310.22	3,843.33		12,001.67	5,385.33		4,424.00			217.23		7,680.00		96,431.78
Pangasinan	79,786.02	3,875.40		16,909.49	12,807.19		10,395.05			374.89		2,400.00		128,329.54
Rizal	36,018.79	5,051.64		9,923.18	4,720.33		5,496.67			161.11		4,000.00		68,761.72
Samar	46,309.67	6,816.11		6,998.99	5,575.26		6,948.01			782.22		3,390.96		76,465.56
Sorsogon	42,669.88	1,617.77		1,320.00	3,765.25		648.00			113.36		2,330.00		50,564.34
Surigao	34,829.48	4,400.00		3,233.99	3,965.84		4,429.33			273.56		2,448.00		49,628.13
Tarlac	32,343.74	4,255.54		6,080.16	4,072.28		4,920.00			368.33				64,890.05
Tayabas	54,157.40	4,581.67		9,709.67	5,466.17		6,098.67			200.00				81,833.58
Trade	27,530.00	10,462.06		2,801.33	6,552.66		6,717.21			256.66		1,140.00		60,915.79
Union	38,481.06	6,555.00		5,674.46	3,479.67		5,920.22			583.89		2,804.00		57,998.80

No. 35 (a).—*Insular expenditures, salaries and wages—Continued.*

Division.	Salaries and wages.									
	American teachers.		Filipino teachers.		Division superintendents and clerks.	General office.	Half salaries.	Miscellaneous wages.	Barrio aid.	Miscellaneous salaries and wages.
	Regular.	Temporary.	Regular.	Temporary.						
Zambales	P28,673.38	P380.83	P2,470.67	P4,951.84	P3,741.11		P282.22		P225.00	P40,675.05
Deaf and Blind	2,830.56			557.00						3,387.56
General Office	10,125.00	1,756.10		1,099.16	8,100.00	P131,454.84	378.89	10,845.69		158,759.68
American Library								824.66		17,700.79
Night schools								6,122.50		6,122.50
Baguio assembly								2,182.01		2,182.01
Prior fiscal year								7,850.84		7,850.84
Honoraria									1,096.71	1,096.71
Total	1,686,121.79	166,813.73	237,482.14	200,079.70	185,481.85	131,454.84	11,831.71	26,102.76	71,586.41	2,749,992.12

No. 35 (b).—*Insular expenditures, contingent.*

[A table showing, by divisions and for the Islands, the distribution of disbursements for contingent expenses made from the Insular appropriation, Act No. 1956, during the period from July 1, 1909, to June 30, 1910.]

Division.	Traveling expenses.				Per diem.				General.	Transportation supplies.	
	Supervising teachers.	Other teachers.	Division superintendents and clerks.	General office.	To and from the Philippine Islands.	Miscellaneous travel.	Supervising teachers.	Other teachers.			Division superintendents and clerks.
Albay	1,819.23	379.65	617.05		2,637.70		84.50	25.50	208.00		840.67
Antique	1,066.39	244.95	374.40		947.10		78.52	24.85	556.00		239.11
Bataan	469.97	77.00	287.15		558.74		72.00		198.00		58.75
Batangas	1,166.40	437.80	2,96.80		528.60		119.25	76.20	223.00		148.82
Bohol	2,404.28	494.35	220.75		2,680.70		66.75	41.74	153.00		319.18
Bulacan	1,339.47	117.63	618.30		637.22			10.00	172.00		38.72
Cagayan	1,362.05	275.35	424.09		356.64		646.00	44.00	560.00		454.82
Camarines	1,848.83	584.87	614.63		1,759.76		418.30	46.50	332.00		214.96
Capiz	3,248.90	501.82	320.25		1,270.70		890.75	106.50	187.75		140.42
Cavite	1,106.36	89.88	119.31		2,474.84		96.00	5.00	67.00		56.40
Cebu	3,304.86	844.19	609.99		3,419.36		349.61	174.41	338.00		528.86
Commerce					1,893.10						8.90
Ilocos Norte	1,357.64	496.35	639.82		2,073.00		234.25	27.00	234.00		454.70
Ilocos Sur	1,789.99	476.76	392.82		2,265.78		157.50		375.50		562.58
Iloilo	2,190.13	826.50	343.84		817.01		146.75	64.50	162.00		455.37
Isabela	800.82	300.30	614.92		390.75			25.00	332.00		203.31
Laguna	1,847.21	262.70	344.22		1,692.97		238.75	21.60	326.00		135.85
Leyte	2,882.20	844.19	571.81		3,148.89		469.75	40.40	413.29		195.23
Manila		99.69			4,345.56			8.00			22.15
Mindoro	645.59	592.80	201.00		139.00		99.25	36.90	230.00		886.36
Misamis	753.95	980.57	941.40		1,881.91		392.50	142.80	353.25		451.50
Negros Occidental	2,526.57	982.18	708.43		1,530.85		493.77	68.02	486.00		269.04
Negros Oriental	1,733.75	186.31	344.45		649.00		509.50		251.00		9.36
Normal		174.73	63.40		3,331.36			58.50	30.00		352.69
Nueva Ecija	1,370.63	924.47	448.74		2,208.90		112.75	58.85	290.00		352.69
Palawan	346.00	354.14	354.14		230.00			68.40	337.25		194.25
Pampanga	1,640.72	206.51	614.34		1,198.14		83.50	47.00	218.50		113.36
Pangasinan	8,788.99	700.52	567.84		1,969.10		242.61	35.50	346.10		383.62
Pangasinan	876.34	48.95	345.05		2,997.58			3.80	114.00		69.61
Rizal	1,945.19	257.85	494.90		2,496.98		697.30	34.50	480.75		254.59
Samar	1,582.53	286.32	294.75		517.41		299.25	16.40	236.00		93.81
Sorsogon	1,189.32	445.45	312.08		1,986.41		451.25	38.63	244.26		268.96
Surigao	1,357.30	101.67	340.57		1,197.20		227.75	24.00	275.00		192.35
Tarlac	2,444.07	302.00	706.60		1,203.00		221.58	4.00	246.00		152.71
Tayabas		192.83	88.48		294.29			79.50	10.00		.62
Trade											



Cebu	469.16	3,637.50	(1.00)	170.40	2.80	60	14.40	299.71	10,225.14	128,417.52
Commerce	274.70	1,840.99	52.15	880.99	18.75	15.75	25.00		6,786.10	39,836.26
Iloco Norte	240.44	1,840.99	(1.67)	1,840.99	7.50	46.24	25.00		5,778.33	64,995.64
Iloco Sur	240.44	1,840.99	8.45	1,840.99	8.40	1,622.50	32.55	31.40	11,301.37	112,724.26
Iloilo	240.44	1,840.99	15.18	1,840.99	18.72	25.87	25.00		5,494.87	112,122.02
Isabela	243.04	1,840.99	58	11.75	2.20	2.20	13.00		2,704.08	29,488.66
Laguna	203.44	1,840.99	(1.67)	1,840.99	24.28	21.00	5.50		4,629.30	67,798.43
Levite	599.70	1,840.99	(.33)	15	6.89				9,187.66	108,579.74
Manila	46.10	1,840.99	(4.17)	16.50	2.50				4,444.08	159,870.60
Mindoro	294.60	1,840.99	4.67	16.50	2.50	3.80	25.00		6,153.31	80,047.24
Misamis	668.83	1,840.99	1.67	22.92	18.12	17.82	33.40		6,153.31	48,898.08
Negros Occidental	240.00	1,840.99	10.00	6.00	2.00	2.00	33.40		8,010.08	100,187.85
Negros Oriental	799.10	10,800.00	99.26	4,899.64	102.00	418.74	41.07	254.39	4,201.05	62,729.57
Normal	139.00	1,840.99	4.17	251.98	15.30	79.68	158.95	147.20	20,581.55	182,850.74
Nueva Ecija	99.00	1,840.99	4.17	50.96	8.20	5.07			6,563.31	67,841.67
Palawan	285.34	1,840.99	(5.00)	4.00	29.34		55.30		12,033.07	37,882.57
Pampanga	1,014.52	1,840.99	(3.87)	8.57	26.46	25	11.20		4,441.05	100,892.83
Pangasinan	116.00	1,840.99	(3.83)	8.57	39.45		26.50	25.58	8,811.71	137,141.95
Rizal	419.00	1,840.99	5.84		6.11		13.00		4,656.53	18,421.25
Samar	341.20	1,840.99	(1.67)		8.89				7,056.01	83,511.69
Sorsogon	192.67	1,840.99	(3.83)		10.94				3,684.80	54,269.23
Surigao	222.28	1,840.99	(4.00)		48				5,135.64	54,761.77
Tarlac	260.00	1,840.99	(2.71)		29.24				3,894.60	58,784.65
Trinidad	271.66	1,840.99	71.33	1,326.12	7.20	152.78	606.84	34.00	5,366.49	96,720.07
Union	182.22	1,840.99		77.55	16.70	74.10	8.10		2,915.23	63,831.02
Zambales	10,683.43	1,840.99	97.50	1,473.44	47.85		(378.98)		3,836.04	61,934.34
General Office	8.00	1,840.99	20,244.36	1,841.73	296.36	746.47	440.39		3,997.50	44,672.15
American Library			18.33	451.21	10.00		16.78		2,568.61	5,951.17
Property assembly									48,004.99	206,764.67
Property									799.42	18,500.21
Superior students									15,444.33	17,636.34
Superior instruction									674,131.21	674,131.21
Prize lunch									72,833.54	72,833.54
Prize lunch year									42,028.07	42,028.07
Night schools									23,919.39	23,919.39
Donor's									14,254.16	22,602.50
School buildings									6,182.60	6,182.60
General									781.49	1,032.71
Total	21,305.91	15,510.50	20,562.76	14,050.59	8,461.35	988.75	3,261.22	792.28	1,121,596.81	8,871,588.98

• P5,200 transferred to Palawan for construction of buildings.

No. 36 (a).—*Insular expenditures, non-Christian, salaries and wages.*

[A table showing the disbursements for salaries and wages made from Insular appropriations for non-Christian tribes, Acts Nos. 1883 and 1960, for the fiscal year 1910.]

Division.	American teachers.	American temporaries.	Filipino teachers.	Filipino temporaries.
Bukidnon .....	P 401.66	P 2,068.33		P 5,730.53
Butuan .....	17,936.74	290.00		8,118.07
Mountain .....	22,152.24	5,846.66		11,432.35
Nueva Vizcaya .....	13,673.33	1,973.33	P 1,726.00	3,187.56
Total .....	54,563.97	10,173.32	1,726.00	28,488.51

Division.	Division superintendents and clerks.	Miscellaneous.	Half salary.	Total.
Bukidnon .....	P 1,200.00	P 269.98		P 10,065.50
Butuan .....	1,333.33	473.46	P 86.11	28,237.71
Mountain .....	8,096.03	318.58		47,866.26
Nueva Vizcaya .....	4,871.67			25,431.89
Total .....	15,501.03	1,062.42	86.11	111,601.36

No. 36 (b).—*Insular expenditures, non-Christian, contingent.*

[A table showing the disbursements for contingent expenses made from Insular appropriations for non-Christian tribes, Acts Nos. 1883 and 1960, for the fiscal year 1910.]

Division.	Travel.	Per diem.	Transportation.	Postage.	Miscellaneous.	Miscellaneous property.
Bukidnon .....	P 922.45	P 224.75	P 174.00		P 76.52	P 121.07
Butuan .....	1,550.43	1,035.59	508.56	P 2.00	2,065.94	536.15
Mountain .....	3,052.78	1,667.16	1,239.28	256.32	5,541.30	935.00
Nueva Vizcaya .....	2,341.51	681.42	497.37	116.08	654.52	105.30
Total .....	7,867.17	3,608.92	2,419.20	374.40	8,338.28	1,697.52

Division.	Office expenses.	Rent.	All repairs.	Supplies.	Total.	Grand total, salaries, wages and contingent expenses, from Acts Nos. 1883 and 1960.
Bukidnon .....	P 6.00			P 7,031.45	P 8,556.24	P 18,621.74
Butuan .....		P 30.00	P 25.00	11,768.80	17,521.96	45,759.67
Mountain .....	4.02	15.00	355.25	22,677.34	35,743.45	88,669.71
Nueva Vizcaya .....	3.39		22.25	7,155.15	11,576.99	37,008.88
Total .....	13.41	45.00	402.50	48,632.24	73,398.64	185,000.00

No. 37.—*Provincial expenditures.*

[A table showing, by divisions and for the Islands, the total provincial expenditures for school purposes during the fiscal year, 1909-10.]

Division.	Construction and repairs.	Furniture and equipment.	Salaries and wages.	Rent.	Miscellaneous.	Total.
Manila						
Albay	9,775.39	90.23	431.05	30.00	761.37	11,088.04
Antique	2.25	159.26	187.00	2,479.58	19.98	2,848.07
Bataan			168.00		25.45	193.45
Batangas	8,779.14	130.00	285.00		4,083.31	13,277.45
Bohol	751.31	986.85	317.49	43.53	5,673.19	7,772.37
Bulacan	4,247.39	192.33	771.69		2,471.05	7,682.46
Cagayan	637.48		132.50	275.00	1,440.11	2,485.09
Camarines		85.30	2,845.16	1,405.60	549.54	4,885.60
Capiz	73.35	.60	217.97	137.16	1,439.50	1,868.58
Cavite	1,762.04	283.76	399.73		774.65	3,220.18
Cebu	16,818.42	55.50	374.33	2,600.00	821.94	20,670.19
Ilocos Norte	12,489.61	1,530.99	126.13	812.67	1,989.40	16,978.80
Ilocos Sur	535.90	271.29	662.32	210.00	4,949.70	6,629.21
Iloilo	1,500.75	409.14	1,486.00		10,849.95	14,245.84
Isabela	1,308.65		102.40		470.95	1,882.00
Laguna	16,558.47	57.00	361.50	1,933.36	2,719.60	21,629.93
Leyte					38,863.33	38,863.33
Mindoro	801.71	1.50	305.00		156.61	1,264.82
Misamis	12,861.66	817.37	148.50	500.64	1,595.06	15,923.23
Mountain					187.50	187.50
Occidental Negros	8,736.65	73.75	907.22	800.00	1,589.58	12,107.20
Oriental Negros					2,048.23	2,048.23
Nueva Ecija	2,832.80		132.23		592.64	3,557.67
Nueva Vizcaya				528.66	278.93	807.59
Palawan	2,000.00				416.45	2,416.45
Pampanga	282.73	363.00	515.40	52.00	2,832.70	4,045.83
Pangasinan	12,847.20	1,047.38	853.50	2,516.58	965.37	18,250.03
Rizal	228.53		191.40		796.93	1,216.86
Samar		31.68	125.60	1,311.28	329.15	1,797.71
Sorsogon	34,765.37		130.75	551.32	430.63	35,878.07
Surigao		248.52	206.65	30.00	1,594.17	2,079.34
Tarlac	544.37	5.68	124.40		723.19	1,397.64
Tayabas	178.99		196.66	407.50	614.54	1,397.69
Union					3,331.48	3,331.48
Zambales	621.15	14.40	96.67	99.34	450.48	1,282.04
Total	151,941.31	6,855.53	12,802.25	16,754.22	96,806.66	285,159.97



No. 38.—*Municipal receipts and expenditures.*

[A table showing, by divisions and for the Islands, the total municipal receipts and expenditures for school purposes during the fiscal year 1909-10.]

Division.	Municipal receipts.				
	Balance on hand July 1, 1909.	Internal revenue.	One-fourth of 1 per cent. land tax.	Appropriated from general fund.	Loaned from general fund.
Manila	77,242.75	24,558.87	69,064.23	289,650.00	
Albay	12,851.12	13,537.77	6,886.42	33,138.91	1,575.48
Antique	3,353.74	6,375.44	8,598.84	4,698.32	3,554.19
Bataan	31,606.76	29,045.59	28,275.15	247.12	692.93
Batangas	27,742.50	27,339.37	15,342.01	17,610.80	1,083.32
Bohol	52,890.59	23,035.96	41,802.89	3,491.75	107,661.12
Bulacan	39,542.75	10,902.93	31,824.74	786.00	50,186.58
Cagayan	30,356.83	24,194.99	28,054.65	15.50	148,145.49
Camarinas	26,495.00	28,276.07	13,524.30	604.29	82,248.91
Capiz	33,201.46	13,884.48	18,856.42	4,998.51	468.03
Cebu	63,005.50	67,828.13	40,048.32	15,062.10	1,556.87
Ilocos Norte	13,684.70	18,235.17	17,040.94	8,276.20	221.10
Ilocos Sur	23,074.55	20,852.47	6,482.15	6,443.27	6,544.33
Iloilo	40,066.74	41,665.15	13,350.68	21,271.21	8,781.03
Isabela	13,278.16	6,996.35	43,096.65	8,000.00	2,918.26
Laguna	91,452.12	15,828.54	37,664.91	7,389.27	2,891.26
Leyte	50,273.67	43,715.91	34,550.56	36,137.71	4,776.65
Mindoro	1,108.89	12,945.96	13,750.71	6,006.27	36,625.19
Misamis	24,127.13	8,777.07	589.80	186.17	9,355.54
Mountain	3,002.83	32,435.07	49,979.83	65.29	161,190.88
Occidental Negros	56,273.76	18,639.36	15,421.96	1,000.00	172,467.67
Oriental Negros	20,378.14	13,155.99	40,466.84	2,966.15	4,821.67
Nueva Ecija	36,576.11	13,155.99	40,466.84	6,424.27	1,589.66
Nueva Vizcaya	608.39	2,465.90	19,288.12	985.86	4,603.87
Palawan	5,874.28	24,223.09	71,447.86	81,843.64	143,094.45
Pampanga	55,270.80	44,983.34	30,460.92	9,711.76	61,656.97
Pangasinan	117,890.47	15,317.82	18,483.04	11,576.00	51,312.24
Rizal	24,628.01	26,152.42	11,798.61	1,181.35	4,335.00
Samar	64,010.26	18,177.37	11,798.61	676.58	8,616.61
Sorsogon	28,750.46	9,642.19	25,090.16	7,251.00	27.74
Surigao	8,661.09	18,652.88	37,001.48	7,001.45	10,482.73
Tarlac	18,632.82	20,098.95	17,200.45	4,255.00	4,618.52
Tayabas	33,121.52	12,623.02	7,062.11	8,350.00	6,220.68
Union	88,575.92	5,854.94	965,610.63	549,801.28	8,653.87
Zambales	9,217.36	686,000.52	865,610.63	549,801.28	8,014.46
Total	1,155,029.79	686,000.52	965,610.63	549,801.28	152,268.82
					8,480.87
					26,356.57
					3,417,191.41

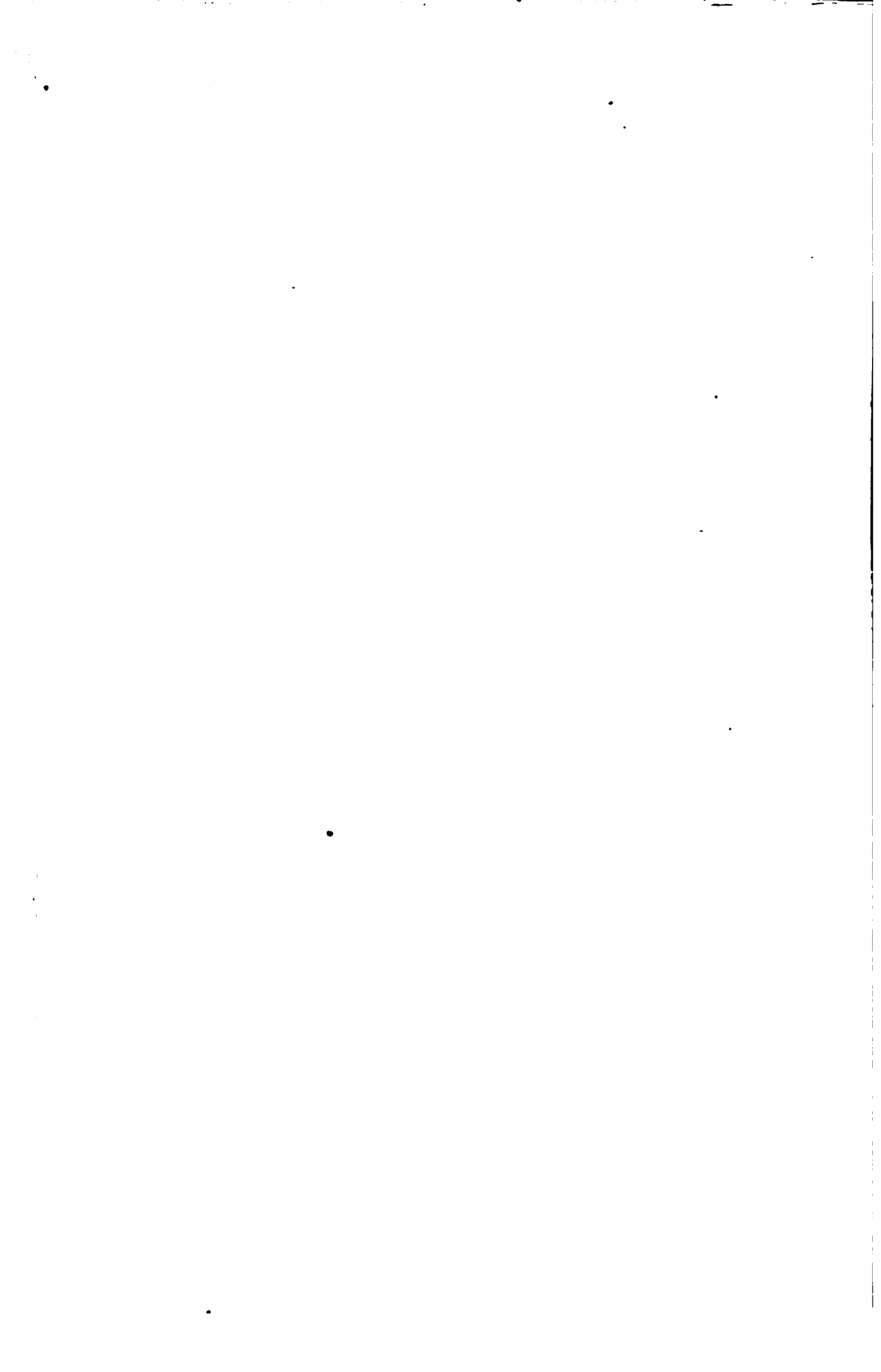
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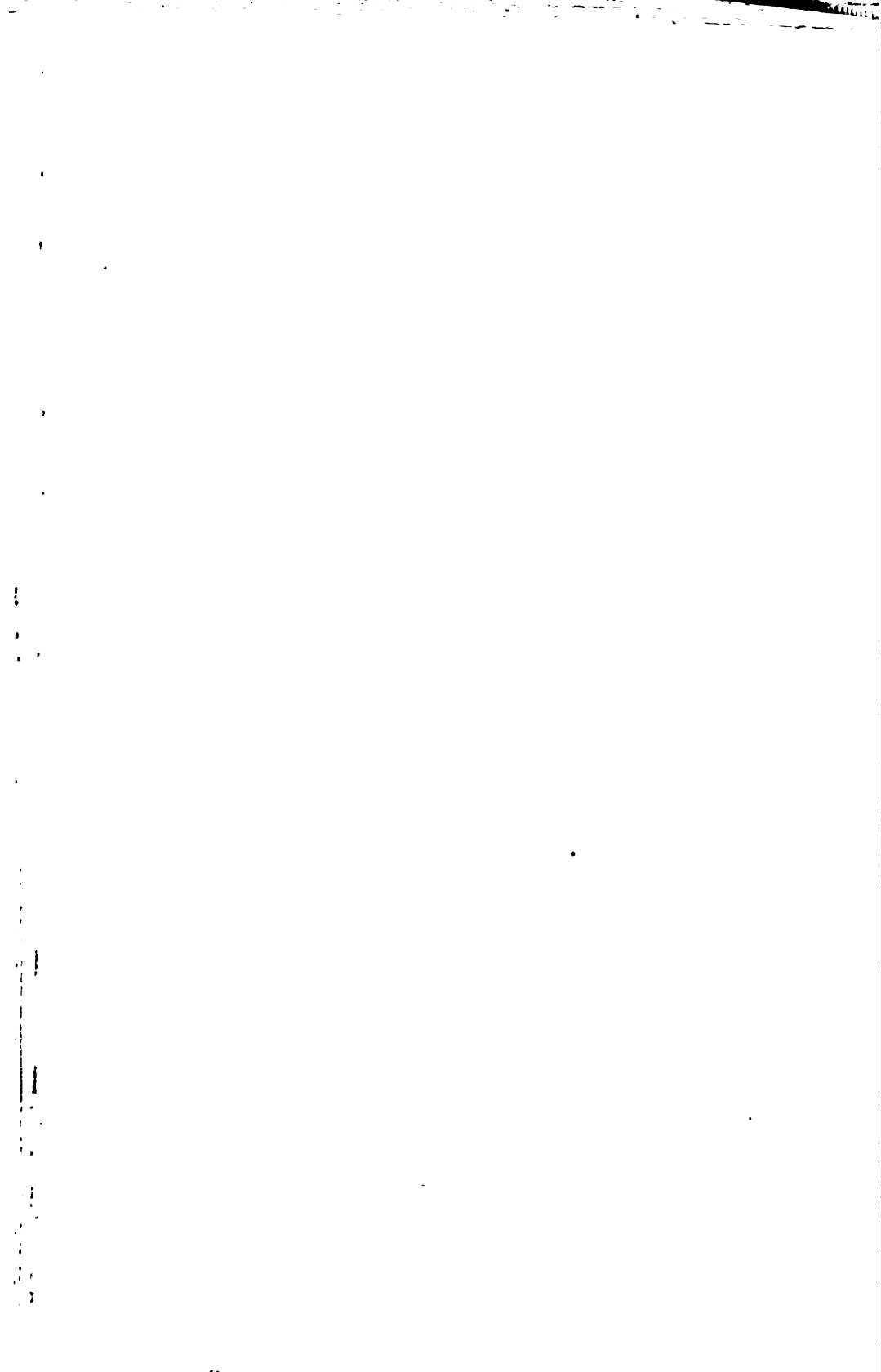
No. 39.—*Insular, provincial, and municipal expenditures.*

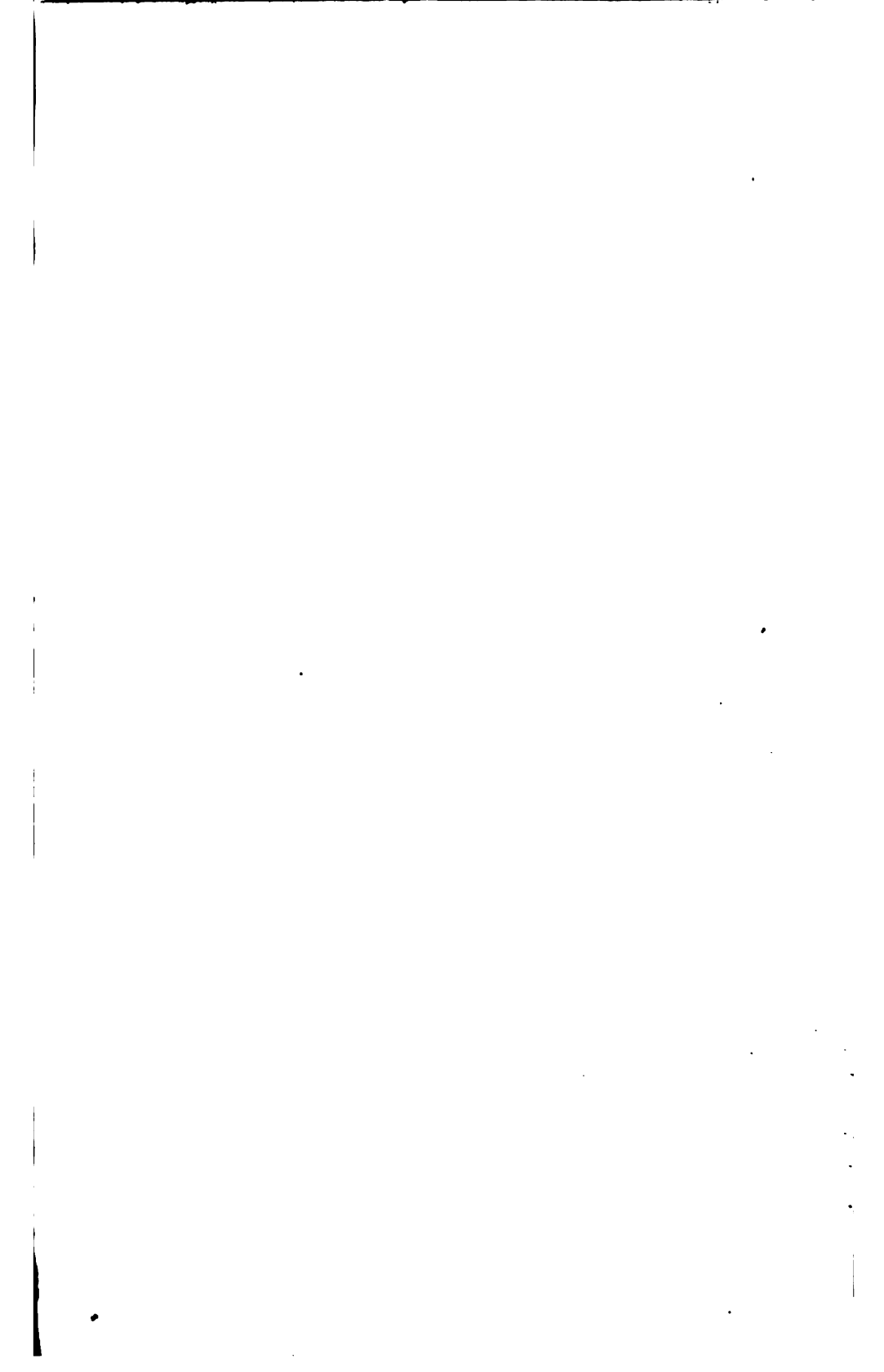
[A table consolidating the Insular, provincial and municipal expenditures for school purposes during the fiscal year 1909-10.]

Division.	Insular (Acts Nos. 1955, 1883 and 1900).	Provincial.	Municipal.	Total.
Manila	₱159,870.60		₱285,953.72	₱448,824.32
Albay	67,562.70	₱11,088.04	74,292.19	152,942.93
Antique	50,584.55	2,848.07	25,278.63	78,711.25
Bataan	23,183.41	193.45	11,178.70	34,555.56
Batangas	71,035.37	13,227.45	77,981.22	162,244.04
Bohol	73,123.96	7,772.37	52,496.47	133,392.80
Bukidnon	18,621.74			18,621.74
Bulacan	87,292.42	7,682.46	69,393.19	164,368.07
Butuan	45,759.67			45,759.67
Cagayan	67,217.76	2,485.09	32,338.46	102,041.31
Camarines	63,422.99	4,885.60	50,038.15	118,346.74
Capiz	104,173.81	1,868.58	41,581.12	147,623.51
Cavite	63,287.69	3,220.18	69,508.09	136,015.96
Cebu	123,417.52	20,670.19	121,667.56	265,755.27
Ilocos Norte	64,995.64	16,978.80	38,528.89	120,503.33
Ilocos Sur	112,724.26	6,629.21	49,831.56	169,185.03
Iloilo	112,122.02	14,245.84	91,886.14	218,254.00
Isabela	29,483.66	1,882.00	17,520.12	48,885.78
Laguna	67,798.43	21,629.93	109,945.79	199,374.15
Leyte	103,579.74	38,863.33	130,234.22	272,677.29
Mindoro	30,047.24	1,264.82	10,452.88	41,764.94
Misamis	48,398.08	15,923.23	20,844.77	85,166.08
Mountain	83,609.71	187.50	1,562.72	85,359.93
Occidental Negros	100,187.35	12,107.20	66,330.46	178,625.01
Oriental Negros	62,729.57	2,048.23	30,458.87	95,236.67
Nueva Ecija	67,341.67	3,557.67	40,790.43	111,689.77
Nueva Vizcaya	37,008.88	807.59	6,751.17	44,567.64
Palawan	37,682.57	2,416.45	16,832.95	56,931.97
Pampanga	100,892.83	4,045.83	67,336.56	172,275.22
Pangasinan	137,141.25	18,250.03	164,723.04	320,114.32
Rizal	68,421.25	1,216.86	54,537.77	124,175.88
Samar	83,511.59	1,797.71	71,718.79	157,028.09
Sorsogon	54,269.23	35,878.07	45,325.30	135,472.60
Surigao	54,761.77	2,079.34	21,308.63	78,149.74
Tarlac	58,784.65	1,397.64	36,875.90	97,058.19
Tayabas	86,720.07	1,397.69	63,853.17	151,970.93
Union	61,834.34	3,331.48	45,083.45	110,249.27
Zambales	44,672.55	1,282.04	16,076.83	62,031.42
Normal	132,850.74			132,850.74
Trade	63,831.02			63,831.02
Commerce	39,336.26			39,336.26
Deaf and Blind	5,951.17			5,951.17
General office	206,764.67			206,764.67
Library	18,500.21			18,500.21
Baguio assembly	17,626.34			17,626.34
Property	674,131.21			674,131.21
Government students	72,333.54			72,333.54
Superior instruction	42,023.07			42,023.07
Friar lands	23,919.39			23,919.39
Prior fiscal year	22,604.50			22,604.50
Night schools	6,122.50			6,122.50
Honoraria	1,036.71			1,036.71
School buildings	781.49			781.49
General	1,503.57			1,503.57
Total	4,056,588.93	285,150.97	2,133,577.91	6,475,317.81

Average annual expenditure for each pupil enrolled during year, ₱11.03; annual expenditure per capita of total population, ₱0.89.













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